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FUNCTIONAL BEHAVIORAL ASSESSMENT:
A NEW MODEL FOR INTERVIEWING

An Abstract of a Thesis
Submitted
in Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

Shelley K. Schafer
University of Northern Iowa
May 2006

Abstract

The factors which affect how children learn are as varied as the individual students within any given classroom. These factors can affect not only the academic resilience of the student, but their behavior as well. Problem behaviors that create substantial amounts of tension in the classroom can inhibit the academic success of an individual child, as well as the performance of his or her peers. Some students do not have the appropriate behavioral repertoires necessary to cope with the many academic and social expectations of attending school. The purpose of the current study is to develop and assess the effectiveness of a four-dimension ecological interview format to be used in the functional behavioral assessment (FBA) process to determine causal factors of inappropriate student behaviors. As yet, there are no other FBA interview formats that specifically address each dimension of physical, social, instructional dimensions or include the dimension of non-school factors. Currently available formats focus on factors that can be directly manipulated from within the school setting. Further, many current formats are either too brief to provide substantive information, or too extensive to allow for implementation within the educational setting. Additionally, alternative formats have until only recently begun to include the student as a primary informant in the FBA process, and the proposed format gives significant consideration of the child's perspective on behavior difficulties.

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CHAPTER 1

FUNCTIONAL BEHAVIORAL ASSESSMENT

Background

The factors which affect how children learn are as varied as the individual children within any given classroom. There are instructional variables such as the way the teacher presents material, physical variables such as the child's location within the classroom, social variables such as the child's peer group, and even non-school influences such as home environment can affect the child. These factors can affect not only the academic resilience of the student, but their behavior as well. Problem behaviors that create substantial amounts of tension in the classroom can inhibit the academic success of an individual child, as well as the performance of his or her peers. Some students do not have the appropriate behavioral repertoires necessary to cope with the many academic and social expectations of attending school (Kern, Delany, Clarke, Dunlap, & Childs, 2001).

When the learning and/or the behavior of the child becomes significantly different enough from that of his/her peers, educators need to take steps to assure that the future learning of the child will not be adversely affected. Because the behavior itself is only a small part of a more complex difficulty, a first step in determining factors influencing a specific problem behavior is to examine the problem behavior within its context.

Functional Behavioral Analysis

One comprehensive method for examining a child's behavior in context is by performing a functional behavioral analysis. In this process, information is gathered from

multiple sources including archival record reviews, teacher/parent interviews and direct observation of the behavior. One hallmark of behavior analysis is to link assessment information with behavioral intervention plans. Functional behavior analysis has been used to develop one or more hypothesis about the problem behavior (Cone, 1997), and by initially confirming or disconfirming the hypothesis regarding the cause of problem behavior, ineffective behavioral interventions may be avoided (Doggett, Edwards, Moore, Tingstrom, & Wilcznski, 2001). To formulate initial an hypothesis, considerable detailed information about the behavior needs to be gathered.

One information gathering process described in the literature consists of a three-phase procedure; the descriptive phase, interpretive phase, and verification phase (Doggett, et al., 2001). Information gathered in the first phase, or descriptive phase, is both direct and indirect (Gresham & Lambros, 1998). Indirect methods of gathering information do not involve contact with the target behaviors and can include interviews with teachers, parents and students, as well as behavioral rating scales, checklists, and questionnaires (Lennox & Miltenberger, 1989). Direct methods of information gathering involve the systematic observation of behavior in either the natural setting or a contrived analog situation that simulates events in their natural setting (O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997). During the second, or interpretive phase, initial hypotheses are generated from the examination of the collected interview and observation data. In the final phase, or verification phase of functional analysis, potential behavior influencing variables are manipulated in attempt to confirm or disconfirm hypotheses

about those variables being functionally related to the problem behavior (Iwata, Slifer, Bauman, & Richman, 1994).

Broussard and Northup (1995) employed a functional analysis in a regular education classroom for three students demonstrating aggression, destructive behavior, and noncompliance. Their hypotheses, based on teacher interviews, direct observations, and a review of student class work were tested using functional analysis. The functional analysis enabled the identification of the function of the students' problem behaviors performed in general education settings.

Others have used similar methods to assist in the determination of possible functions of problem behavior (Doggett, et al., 2001). Moore, Doggett, Edwards, & Olmi (1999) utilized direct and indirect descriptive data as well as teacher implemented brief functional analysis for two boys with Attention Deficit Hyperactivity Disorder (ADHD). The indirect descriptive assessment data included review of the students' work and an interview with the teacher. The direct descriptive data were obtained by using direct observations of the student behavior.

The manipulation of behavioral interventions is a main source of data in functional behavioral analysis. Moore, et al. (1999) concluded that hypothesis-driven functional analysis proved to be an effective method for identifying the function of student problem behavior. Unfortunately, the lengthy time required for intervention manipulation and subsequent data collection proves to be too cumbersome and unrealistic for usage in a typical school environment. Additionally, intervention implementation, manipulation, and analysis require a highly trained staff of professionals for optimal

effectiveness. An alternative to functional behavioral analysis is functional behavioral assessment (FBA).

Functional Behavioral Assessment

Whereas functional behavioral analysis is a process in which the identified variables and interventions are directly manipulated in order to verify hypotheses, functional behavioral assessment (FBA) is the process of identifying the when, where, and why problem behavior occurs. Thus, an FBA consists of the methods and procedures that are used to identify associations between the behavior and variables in the environment and subsequent selection of appropriate behavioral interventions (Dunlap, et al., 1993; Asmus, Vollmer, & Borrero, 2002). Research has demonstrated that FBA procedures have been useful in identifying factors associated with problematic behavior for students with severe disabilities (Asmus, et al., 2002) and similar procedures can be generalized to non-disabled students exhibiting problem behaviors.

The functional behavioral assessment process provides information regarding the individual's observable behaviors as well as associating triggering antecedents, maintaining consequences, and also the potential setting events in which the behavior or behaviors most likely are to occur. Best practice indicates that the FBA process should be used as a data driven method for identification of influences associated with problematic behavior (Asmus, et al., 2002). A comprehensive functional behavioral assessment may include steps such as; (a) defining the behaviors of concern, (b) identifying the antecedent events and setting events that often set the occasion for the problem behavior (c) determining the maintaining consequences of the behavior such as

what the child ‘gets’ or ‘avoids’ by engaging in the behavior, (d) developing hypothesis statement(s) regarding controlling stimuli, and (e) collecting direct observation data confirming the hypothesis (Horner, O’Neill, & Flannery, 1993; O’Neill, et al., 1997; Reed, Thomas, Sprague, & Horner 1997). A primary focus of FBA is to determine the purpose or function of problematic behavior on an individual basis in order to develop appropriate interventions (Iwata, Pace, Kalsher, Cowdery, & Cataldo, 1990).

A variety of methods have been used to collect information on the problem behavior of the children, including archival record reviews, checklists, questionnaires, routine analysis, interviews with teachers and parents and direct observations of the child’s behavior. The purpose of refinements in the functional assessment process is to identify problem behavior and events or conditions that are present in the individual’s environment and influencing the problem behavior (Kern, Dunlap, Clark, & Childs, 1994). Appropriate and effective interventions can then be developed that are based on an understanding of the contexts under which the behavior is likely to occur (Kern, Dunlap, et al., 1994).

The process begins by identifying the target behaviors as defined by an IEP team, teachers, and/or psychologists. Once target behaviors have been defined, explanatory information can be gained through interviews. The interview questions should identify and define the influences associated with the problem behavior. Sources for interview data should include teachers, parents and the student. From the collected interview data, a general hypothesis could be generated as to the influences associated with the problem behavior. This general hypothesis can then be confirmed or disconfirmed through direct

observation of the student within the context of the problem behavior. Finally, an appropriate behavior intervention plan (BIP) can be created to assist the student in adapting an appropriate replacement behavior. It is critical for an effective FBA to utilize an extensive variety of information sources (Lewis and Sugai, 1996).

Historically, the FBA procedures were investigated with students with severe disabilities in order to eliminate a range of problem behaviors (Kinch, Lewis-Palmer, Hagan-Burke, & Sugai, 2001). Research in behavior analysis has demonstrated success of these procedures with a variety of populations, (Wacker, Berg, Harding, Derby, Asmus & Healy, 1998; Northup, Jones, Broussard, DiGiovanni, Herring, Fusilier, & Hanchey, 1997) behavioral topographies (Thompson, Fisher, Piazza & Kuhn, 1998, Lindberg, Iwata, & Kahng, 1999; Vollmer & Vorndran, 1998), and across a variety of settings such as hospitals, clinics, schools and homes (Cooper, et al., 1992; Northup, et al., 1991; Piazza, et al., 1998).

More recently, functional behavioral assessment has been used with children with mild disabilities. For example, Lewis and Sugai (1996) used functional assessment procedures with students exhibiting mild disabilities and those without disabilities in general education classrooms. The use of ABC observations and teacher interviews were used to gather data on the behavior of the child. From this varied source of information gathering, Lewis and Sugai were able to establish appropriate and effective intervention strategies.

The recognition and acceptance of the usefulness of FBA procedures has been demonstrated in recent legislation. The Education for All Handicapped Children Act (PL

94-142) established in 1975 and later reauthorized as the Individuals With Disabilities Act of 1990 (IDEA; PL 101-476), ensured all children with disabilities the right to a free public education in the least restrictive environment. This legislation required schools to provide appropriate and beneficial educational programs to students with disabilities. In 1997, several amendments were proposed to IDEA (PL 101-476). One significant area of change was increased focus on assessment and programming requirements for children who exhibit behavioral difficulties. Specifically, IDEA requires that a functional behavioral assessment (FBA) be conducted in the school setting where the child exhibits significant behavioral difficulties and a behavioral intervention plan (BIP) must be developed to address and improve behavior (Asmus, et al., 2002). As a result, an FBA is mandated to address the problem behavior of a child who is suspended or whose educational placement has been changed due to behavioral difficulties. IEP teams are required to identify strategies and supports necessary to address behavioral issues when they interfere with the child's ability to learn (Quinn, Gable, Rutherford, Nelson, & Howell, 1998). Although the legal requirements are in place, the regulations do not specify techniques and strategies to use when assessing problematic behavior. The result has been that assessment formats widely vary between different schools, communities, and states (Asmus, et al., 2002).

With an interview format available that addresses ecological dimensions associated with problem behavior, the FBA process can begin smoothly, and the subsequent observation and intervention steps will provide more beneficial information. An applicable format that will be useful to teachers, administrators and psychologists will

process were able to contribute valuable information to the development of hypothesis statements (Kinch, et al., 2001). Reed et al., (1997) claimed that including children in the functional assessment interview process can result in improved quality of information, increased range of information, and improved efficacy of support plans. Information obtained from the interview process from both teachers and students supported data from direct observations (Reed et al., 1997). Nippe, Lewis-Palmer, & Sprague (1998) compared teacher interview data and student interview data as well as direct observation data, and found preliminary support for agreement between teacher and student interview information. Lewis-Palmer, Sugai, & Horner (1999) also found that teacher and student provided interview information was consistent with each other, as confirmed through direct observation of the behavior.

The recent trend in including the children in the FBA interview process has generated numerous interview formats, yet formats developed specifically for younger children as well as older children have not been proposed. Formats seeking information regarding the context of the problematic behavior, from students of varying ages have not been developed (O'Neill, et al., 1997).

The interview component of a functional behavioral assessment provides large amounts of information about the student's problem behavior. After the interview information has been collected the information from respondents must be analyzed and summarized. The analysis attempts to identify variables consistently associated with the problem behavior and to narrow the possible interventions recommended for improving student behavior. Because interview respondents may not agree on factors influencing

problem behavior or suggested interventions to improve behavior, the use of direct observational data may help to resolve any discrepancy in the provided interview information. It is important to confirm all information with observational data, no matter how small the amount of discrepancy (O'Neill, et al., 1997).

Bijou, Peterson and Ault (1968) proposed a method for collecting observation data to confirm or discard variables identified in the interview component of the functional behavioral assessment. The method includes four key elements: (a) specification of the environment, (b) specification of behavior, (c) measurement and assessment of inter-observer reliability, (d) methods for collection, analysis, and interpretation of the obtained data (Asmus, et al., 2002). The scatterplot (Iwata, Kahng, Wallace & Lindberg, 2000; Touchette, MacDonald & Langer, 1985) and A-B-C assessment (Bijou, et al., 1968) are the two most common direct observation methods conducted in naturalistic settings (Asmus, et al., 2002). The purpose of the direct observation method is to provide a frequency count of the target behavior, identify antecedent and consequent events associated with the target behavior, and to validate the information gathered in the interviews (O'Neill, et al., 1997). The data collected from the direct observations may be used to further define the variables identified or hypothesized to influence problem behavior.

The next step in the FBA process is to develop a behavioral intervention plan (BIP) for the student. The behavioral intervention plan describes interventions that will address the problem behavior. The intervention involves the modification of the variables influencing the target behavior and/or teaching the student an alternative,

appropriate replacement behavior. The final step in the FBA process is to evaluate the effectiveness of the intervention during its implementation. This progress monitoring involves ongoing interviews with the student and his or her teachers, and direct observation of the target behavior or the alternative appropriate behavior.

Theoretical Framework for the Theory

The theoretical framework for the FBA model is based on an assessment model by Iwata, Dorsey, Slifer, Bauman, and Richman (1982). Based on Carr's (1977) conceptual analysis of idiosyncratic maintaining conditions for aberrant behavior, Iwata et al. (1982), applied the analysis of behavior function as an assessment process to identify the environmental variables associated with the problem behavior. The hypothesis about environmental or contextual influences of problem behavior is based on relationships between the problem behavior and antecedent and consequent variables (Iwata, Vollmer, & Zarcone, 1990). A variation of the assessment procedure of Iwata and his colleagues involves the collection of assessment data in the natural school settings of students (Lalli, Browder, Mace & Browder, 1983; Kern, Childs, Dunlap, Clark, & Falk, 1994).

Ecological theory maintains that the influences of problem behavior may be associated with four distinct dimensions of an individual's environment. The four dimensions include physical, instructional, social, and non-school variables. There may be elements of each of these four factors that may create problematic behaviors, which in turn may inhibit the child's learning within the classroom. Once these influencing

variables can be identified within each dimension, effective behavioral intervention plans may be developed.

Existing interview formats proposed for FBAs do not provide a basis for analyzing the influences of problem behavior within these distinct ecological dimensions. Without such a comprehensive connection, the development of appropriate behavioral intervention plans will be nearly impossible. Many researchers have criticized the lack of connections between assessment data and intervention plans. An interview protocol that analyzes the influences of problem behavior within ecological dimensions will lead to the development of behavior intervention plans designed to eliminate problem behavior and to teach alternative appropriate replacement behavior.

The Problem

The FBA interview for the teacher, parent, and student must reflect the four ecological dimensions in order to create a complete picture of the problematic behavior and its surrounding circumstances. The four-dimension ecological interview model must be comprehensive, yet brief enough to be implemented easily and effectively by school personnel with a minimal amount of training. The information gathered from the interview may then be confirmed or disconfirmed through direct observation of the student. Upon completion of the observation, the hypothesis concerning the influences of problem behavior may be assessed for accuracy, and appropriate individualized behavior plans may then be developed and implemented.

Yet, individuals who conduct FBA's often fail to incorporate the assessment data into a student's behavioral intervention plan (Jolivette, Scott, & Nelson, 2002). Without

interpretation of assessment data leading to an effective intervention, data collection is a wasted step in the FBA process (Jolivet, Scott, & Nelson 2002). Although authors have offered school-based FBA models, the “intervention” component is often limited to manipulation of reinforcement (e.g., Asmus, Vollmer, & Borrero, 2002).

Further, following the development of a comprehensive functional assessment model, practitioners must be trained to use the procedure and supported through the process. Several competencies for developing skills necessary for school personnel have been identified. Conroy, Clark, Fox, and Gable (2000) identified the ability to conduct a multi-component assessment and implement multi-component interventions as a critical skill. An additional consideration is the efficiency of the proposed model. It must be easily implemented within the parameters of the educators’ time limitations. Schools must subscribe to a process in which the FBA, development of the BIP and the implementation and evaluation of the BIP is shared across school personnel including general educators, special educators, and school psychologists (Jolivet, Scott, & Nelson, 2002).

The collection of interview data from multiple sources over a period of time strengthens the likelihood that all influences associated with problem behavior are identified and heightens the reliability and validity of collected data (Jolivet, et al., 2002). Teachers have been able to accurately identify antecedents and consequences of problem behavior using a structured interview format (Ellingson, Miltenberger, Strickler, Galensky & Garlinghouse, 2000). Parents may provide important information in intervention planning, and students, as appropriate, may be interviewed to determine

factors influencing problem behavior (Kern, Childs, et al., 1994; Umbreit, 1995; O'Neill, et. al., 1997).

The format of the interview is important in soliciting information. Providing guidelines for identifying the probably function of a behavior has been shown to help teachers respond to interview questions concerning function (Packenham, Shute, & Reid, 2004). This model structures the interviews to collect information in four ecological dimensions: the physical dimensions, the instructional dimension, the social-behavioral dimensions, and the non-school dimension. This ecological structure will assist in defining and narrowing the range of variables that may affect the behaviors of concern.

Significance of the Study

The purpose of the current study is to develop and assess the effectiveness of a four-dimension ecological interview format. As yet, there are no other FBA interview formats that specifically address each dimension or include the dimension of non-school factors. Currently available formats focus on factors that can be directly manipulated from within the school setting including protocols such as the Functional Assessment Informant Record for Teachers (Doggett, et al., 2001), The Student Guided Functional Assessment Interview (Reed, et al., 1997), or the Functional Assessment Interview (O'Neill, 1997). Further, many currently available formats are either too brief to provide substantive information, or too extensive to allow for implementation within the educational setting (O'Neill, et al., 1997). Additionally, alternative formats have until only recently begun to include the target student as a primary informant in the FBA

process, and the proposed format gives significant consideration of the child's perspective on behavior difficulties.

Definition of Terms

There are some terms used within this project which need specific definition before this paper moves further. First, the individualized education plan (IEP) team is a collaborative group of educational professionals including, but not limited to, the student's parents, a regular education teacher, a special education teacher, a school district representative such as an administrator, a psychologist or other member who can interpret evaluation results and also the child as appropriate (Bartlett, Weisenstein, & Etscheidt, 2002). The responsibility of this team is to gather information about the student and pool their collective resources in order to best meet the needs of the child and his or her unique educational needs. The second, functional behavioral assessment (FBA), is a collection of methods for obtaining information about antecedents, behaviors, and consequences surrounding the problem behavior. The purpose is to identify the reason for the behavior and to use that information to develop strategies that will support positive student performance while reducing the behaviors that interfere with the child's successful functioning (Ysseldyke & Christenson, 2002). Third, a problem behavior is anything exhibited by the child that can be seen and counted and that is creating difficulty for the child to function academically or socially in the classroom (Witt, Daly, & Noel, 2000). Fourth, an intervention plan is a plan for the behavior problem that focuses on changing the antecedents and consequences in the environment that maintain the problem behavior, teaching the child appropriate replacement behavior to use, and changing the

environment to make sure that the appropriate behavior is supported and the problem behavior is not (Witt, et al, 2000).

CHAPTER 2

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW

Interviewing in Functional Behavioral Assessment

Issues with classroom management have often topped the list of typical educator concerns. When a student exhibits behavior that exceeds simple misbehavior, and that problem behavior begins to affect the academic performance of the child and/or the behavior of the other students, steps need to be taken to address the situation. The problem behavior of a student is often complex and can be associated with a broad range of variables including social, instructional, physical, and even non-school variables. Developing a hypothesis about the cause or function of the behavior can be a complicated process and the use of multiple sources of information such as archival record reviews, the completion of multiple respondent interviews, and the implementation of direct behavior observations is recommended to generate an accurate hypothesis (Lewis & Sugai, 1993; Kern, Childs, et al., 1994).

The use of an interview in functional behavioral assessment helps to identify and narrow ecological variables which in turn, can be targeted through direct observation (O'Neill, et al., 1997). The FBA interviews should include a description of the problem behavior, the identification of physical and environmental characteristics that predict the behavior and nonoccurrence of problem behaviors, the identification of potential functions of the behavior (e.g. escape or attention) in relation to the outcomes or consequences that are maintaining them, and development of summary statements

describing relationships among situations, behaviors and their functions (O'Neill, et al., 1997).

The FBA interview component should include multiple respondent interviews such as the classroom teacher interview, parent/primary care-giver interview, and the child interview. Each respondent may provide important information to assist in the development of an appropriate behavioral intervention plan (BIP). Traditionally, obtaining information through the interview process began and ended with the classroom teacher alone. The teacher was viewed as the respondent who most often saw the troublesome behavior and would have the most pertinent details to contribute to the information gathering process. However, O'Neill and colleagues (1997) recommend that at least two people with whom the child has daily contact need to be included in the interview process. Other individuals in direct contact with the child may be familiar with the problem behavior and the context in which the behavior occurs. These individuals, including parents, school support staff or paraeducators can be valuable sources of additional information about behavior that may continue outside of the regular classroom. Students exhibiting the problem behavior, until recently, have been overlooked in the interview process as unreliable information sources or subjects who were incapable of providing useful information. However, in research conducted by Kern et al. (2001) it was determined that both students and teachers were able to agree on the problem behaviors exhibited in the school environment, as well as influences associated with problem behavior.

Interviews based on functional behavioral assessment may be effective in the discovery of influences associated with problematic behaviors (Asmus, et al., 2002). If information gathered during an interview reveals ecological variables, hypothesis concerning the occurrence of problem behavior may be easy to generate. Often times however, the hypotheses may not be so easy to establish. Some respondents may be less precise in their responses to questions, requiring further inquiry, interpretation of responses, or deduction. Direct observation of the problem behavior may shed light upon motivations behind the child's problem behavior and could confirm or disconfirm initial hypotheses regarding the causes of the behavior (Kern, Dunlap, et al., 1994).

Basic Interview Strategies. Before information can be effectively collected, it needs to be understood that there are several basic principles of effective interviewing. Effective information gathering through interviewing goes beyond collecting responses through simple question-and-answer sessions, and takes into consideration the environment, the interview process, and the personalities of the individual respondents. The following guidelines are adapted from Sattler (1993) and these or other similar resources should be reviewed before each interview session to ensure effective information collection.

Interviewers need to first prepare for each interview session. Review the interview questions and be sure that you are familiar with the structure of the interview, and be prepared to explain or expand the posed questions if the respondent seems confused or unclear as to the intended response. In addition to becoming familiar with the actual interview, becoming familiar with the respondent is also recommended.

Respondents will be more forthcoming with an interviewer if they are familiar with the individual. The familiarity may help to alleviate some of the fear or apprehension in the respondent. Finally, in preparation for the session, be certain that the interview will not be disrupted. Interruptions or breaks in the interview could cause participant stress and could cause unwanted breaks in the flow of the process.

At the start of the interview, be sure to greet the respondent warmly, and in an open, friendly manner. Speak clearly and at a normal volume, using a friendly tone. The establishment of good rapport will help to facilitate the interview process. Be sure to recognize if the respondents become anxious, upset, or resistant as this may make it more difficult to obtain information. An effective interviewer has developed the art of “good listening” and can demonstrate this to the respondent through facial expressions and gestures, or body language. The interviewer should not be afraid of silence as this may indicate that the respondent may have additional information to contribute to the line of questioning. Give the respondents appropriate opportunities to fully answer the inquiries.

An effective interviewer will often summarize what the respondent has said to be sure that their understanding is accurate and complete. Additionally, it is vital that the interviewer take detailed notes to keep an accurate record of the interview responses. Do not rely on short-term memory; instead take notes as the respondent replies to questions. An effective interviewer will end the interview session with the same friendly manner in which it began, no matter what the outcome of the session.

The simple interview strategies outlined above can help a practitioner ensure a productive interview session, and create open lines of future communication with the

respondents. Numerous publications are available for more in-depth information regarding interviewing strategies. Once basic interviewing strategies are understood, the practitioner can then focus on the three types of respondents necessary for an effective FBA interview.

The Teacher as Respondent. The FBA interview process should begin with the classroom teacher, often the original source of a behavioral referral. The teacher with whom the student interacts on a day-to-day basis may have the best opportunity to assess maladaptive beliefs and emotions as well as overt problem behaviors (Nichols, 2000) and may have more information about influential environmental events (Kinch, et al., 2001). The teacher typically will recognize the full and complex interaction of student thought, emotion, and behavior (Nichols, 2000) and accurately identify the problem behavior and the contextual circumstances around the occurrence of that behavior and provide a clear definition of the presenting academic difficulties and the related environmental events (Lentz & Shapiro, 1986).

When interviewing the teacher, the focus is not only the teacher's perception of the problem behavior, but also antecedent and consequence events. Specific to the problem behavior, the teacher can help to establish the frequency, duration, and intensity of the problem behavior (O'Neill, et al., 1997). If the behavior occurs in specific settings, the teacher can verbally establish the specific steps he or she has taken to correct or adjust the problem behavior. Additionally, information needs to be gathered from the teacher on how the other children in the classroom react to the problem behavior as well as the

child's overall academic performance (Sattler, 1993). Academic strengths and weaknesses may help to narrow the determination of antecedent and consequence events.

Additional topics to be covered during the teacher interview include the teacher's perception of the child's peer relationships, the view of the child's family dynamic, the teacher's expectations of the child, and the teacher's suggestions for helping the child implement appropriate behavior (Sattler, 1993). Finally, the teacher can help the practitioner generate an initial hypothesis regarding the function(s) of the problem behavior served within the classroom (Kinch, et al., 2001).

Currently, there is no teacher interview format that will aid the practitioner in the identification of the four ecological dimensions of instructional, social, and environmental, or non-school variables or consequences. The creation of a teacher interview format that would address these variables could produce a more comprehensive representation of the problem behavior as well as the context in which it occurs. Further, if a comprehensive interview format could be created for use with teachers, it could easily be replicated and used in interviews with the child's parents or primary caregivers.

The Parent as Respondent. Parents or primary care-givers are able to provide a wealth of knowledge about students beyond what educators are aware of within the context of the educational setting. An effective parent interview will establish rapport and a good working relationship with the parents. Parents and/or primary caregivers have direct knowledge of the child and the problem behavior and have often become very aware of antecedents that serve problem behavior. This behavioral awareness allows the family to engineer various preventative measures within the course of their daily routine

(Harrower, Fox, Dunlap, & Kincaid, 1999). While this family behavior serves to prevent disruptions in their daily routine, if this information is not solicited from the parents or caregivers during the interview, proposed school-based interventions may not be effectively addressed or replicated in the home, thus leading to the ultimate defeat of the proposed intervention (Harrower, et al., 1999).

Goals for the parent interview include gathering information about parental concerns and assessing parental perceptions of the child's strengths and weaknesses. Additionally, identification of the child's behavior problem and related antecedent and consequence events need to be established. Information needs to be gathered on how the parents deal with the problem behavior, as well as the identification of events that reinforce the problem behavior for both the child and for the parents (Sattler, 1993).

If the FBA process was school-initiated, parents may enter the interview situation with reserve, or even negative feelings, sometimes denying there is a problem with the child's behavior. Sattler (1993) recommends that the negative feelings need to be heard in order to establish a trusting and proactive relationship with the family. Allow the parents to voice their concerns and help them to recognize that the team is willing to understand and improve the functioning of the child's problem behavior. The interviewer should welcome the questions and concerns of the parents, but help them understand the focus of the interview is on the child, and not the problems of the parents (Sattler, 1993). With a cooperative parent/school relationship, appropriately developed behavioral interventions can be more effectively implemented both at home and at school.

The Child as Respondent. Child interviews can be useful for obtaining first hand impressions of affective and interpersonal functioning, directly observing behaviors, soliciting children's own views of their problems, and establishing rapport necessary for effective interventions (Hughes, 1989). Personally provided information can supplement the information already gained from the teachers and/or parent interview, and any student who can provide reliable information can contribute to the functional assessment process (O'Neill, et al., 1997).

While systematic procedures have been designed and tested for interviewing teachers and parents (Gresham & Davis, 1988; Kratochwill & Sheridan, 1990), until recently, little has been done regarding the contribution of the child interview to multi-method assessment (McConaughy & Achenbach, 1996). Most child interview research has focused on the reliability and validity of DSM diagnosis obtained from structured interviews. Due to the diagnostic nature of the interview formats, these styles of interviews do not lend themselves effectively to planning in school based assessments and interventions (Gresham & Gansle, 1992; Martens, 1992; Reynolds, 1992; Sinclair & Forness, 1988).

The success of linking functional behavioral assessment and intervention emphasizes the necessity of collecting information from the person performing the problem behavior. The child's conscious perception of their behavior is an important source of information, particularly when trying to understand their feelings (Padget, 1984). Most children can state their preference for activities, describe complaints about assigned work, request alternative activities, point out personal distractions and

effectively describe difficulties they are having with their peers (O'Neill et al., 1997; Kinch, et al, 2001). Research on functional assessment has supported including students with emotional/behavioral disorders in the functional assessment process (Reed, et al., 1997). Kern, Dunlap, et al. (1994) included students in the FBA process and found that most elementary school students were able to contribute valuable information to the development of the hypothesis statements. Kinch, et al., (2001) reported that students were able to contribute useful information to the FBA process. Children are generally reliable reporters about themselves, but will present a range of skills in reporting their own behaviors, feelings, beliefs, and emotional states (Reynolds, 1993).

Including children in the information gathering process can result in (a) improved quality of information, (b) increased range of information gathered, and (c) improved efficacy of support plans (Kern, et al., 1994). Factors that may affect useful student participation in the interview process are the student's age, their interest, their availability, their willingness, and their ability to engage in more complex conversations (O'Neill, et al., 1997).

Using problem behavior as a way to communicate is often common for students with severe disabilities (Sprague & Horner, 1995). However, students with emotional and behavioral disabilities often have very well developed verbal systems and higher cognitive levels that allow for more effective communication of their difficulties within the classroom (Reed, et al., 1997). By utilizing these developed communication skills of the E/BD students interviewers are more likely to pinpoint causes of the problematic behavior and the contexts in which they occur. Interviews have been applied successfully

with children who engage in problem behavior and who, cognitively, are within the average range of functioning (Dunlap, et al., 1993; Gunter, Jack, Shores, Carrell & Flowers, 1993, Lewis & Sugai, 1993). Research on functional assessment has supported the value of including students with emotional/behavioral disorders in the functional assessment process (Reed, et al., 1997).

Problem behaviors of students with E/BD are likely to serve multiple functions and are triggered by multiple factors. Defining the specific maintaining functions could prove to be difficult without the use of the student interview. For students with E/BD and problems to benefit from the functional assessment process, their specific needs should be incorporated into the process. When interviewing the students, it is important to gather specific information of the complexity of the problems, setting events, multiple antecedents and maintaining functions. By incorporating these key items in the interview, the formation of successful support plans and behavioral interventions can begin to be developed (Reed, et al., 1997).

Umbreit (1995) created a questionnaire that asked the student to indicate when he or she has the most problem with a target behavior and why these problems were occurring. Additionally, this format sought information on specific instructional variables such as task length and task difficulty and whether teaching staff reinforced appropriate behavior when it occurred. Students were asked to rate this information on a Likert-type scale, then questions regarding what the student likes about preferred activities and what he or she dislikes about non-preferred activities. All information was later supported by direct classroom observations of student behavior.

Reed, Thomas, Sprague, & Horner (1997) developed the Student Guided Functional Assessment Interview and assessed the agreement between student and teacher provided information. The results showed high agreement on antecedent and consequence events, and lower agreement on intervention plan recommendations and setting events.

Nippe, Lewis-Palmer, & Sprague (1998) replicated and expanded the work of Reed et al., (1997) as they compared interview information to direct observation data. Findings support results reported by Reed, et al. (1997) and provided preliminary support for agreement between student and teacher information and direct observations. Lewis-Palmer, Sugai, and Horner (1999) extended these studies to include interventions based on informant information and direct observation data. The results replicated findings of Nippe, et al. (1998) and Reed et al. (1997). The results indicated that teachers and students agreed on response classes (84%) antecedents (88%), consequences (88%), and setting events (50%). Student information compared to direct observational data resulted in high agreement on response classes (100%), antecedents (100%), and consequences (80%). Students and teachers were able to identify whose attention maintained the problem behavior and students provided detailed information about behaviors that occurred outside of the teacher's classroom. Overall, the research indicated that results from student and teacher FBA interviews are consistent with each other as well as consistent with direct observations, however there has been little agreement on how the child interview should be conducted or what information is best derived from them

(McConaughy & Achenbach, 1996). Interviews may vary from highly structured to unstructured formats.

Techniques for Interviewing Difficult Children. In most cases the child interview should be conducted by someone with whom the child has no negative history so that the interview can occur more quickly and provide more substantive information. Before speaking with the child, it is critical that the interviewer have a good working knowledge of children, how they learn, how they develop mentally and physically, as well as age appropriate developmental benchmarks, and typical types of responses from children at those benchmarks. It is also necessary that the interviewer be skilled at establishing a good rapport with the children and has a good working knowledge of the actual interview process (O'Neill, et al., 1997).

There are no quick and easy methods to regulate the behaviors of the child during the interview, nor is there a formula or checklist for creating the ideal, most applicable style of interview. The interviewer must realize that each child is an individual, with his or her own concerns, problems, ideas, and thought processes. Therefore the interviewer must prepare him or herself for any situation, and remain flexible enough to move through each behavior with the child as fluidly as possible. By remaining calm and focused, flexible and open minded the interviewer should be better prepared to pose difficult or probing questions to a non-typical child.

The Interview Process

Styles of Interviews

The format of the interview, either structured or unstructured, can impact the outcome of the interview process. Because the interview itself involves much judgment and interpretation, issues of reliability and validity must be considered when determining the format to use. Interviewers with different styles, personalities and orientations will exert varying influences on the child and the overall interview results (Padget, 1984).

The Structured Interview. Interviews with structured formats include questions that have been decided upon in advance of the interview. The structured interview format may be advantageous since the predetermined structure increases the probability that the data will be systematic and objective (Padget, 1984). The systematization of format also allows for comparisons across interviewers and time, thereby allowing a close look at the effect of particular types of individuals on a child and at the changes in behavior over time (Padget, 1984). Structured interviews are considered the “gold standard” for clinical and research assessment (Kendall, Cantwell, & Kazdin, 1989).

Using a structured interview format, interviewers are able to obtain a great deal of information about a wide variety of problems an individual has experienced. Structured interviews provide an effective means of obtaining and quantifying information about problem behavior, however, such formats are frequently not used to their fullest potential, often used only to assess the presence or absence of symptoms (Cerel & Fristad, 2001). The structured format also helps to assure that a variety of influences associated with problem behaviors are addressed (Padget, 1984).

Many commercially available structured interviews such as the Diagnostic Interview for Children and Adolescents – Revised (DICA-R) and the NIMH Diagnostic Interview Schedule for Children (DISC – 2, 3) were developed to establish a disability diagnosis and have limited applications for school based assessments of children's problems, particularly for determining applicable interventions (McConaughy, 1993). A structured diagnostic interview may require considerable time for administration, sometimes upwards of two or three hours, and this proves to be impractical for many school-based assessments.

The Unstructured Interview. In contrast, the unstructured interview implements a format that allows the interviewer more spontaneity and more flexibility to move through topics more freely (Padget, 1984). Greenspan (1981) and Irwin (1983) stated that unstructured interviews for children typically supplement direct verbal questioning with play materials and drawings. Because of idiosyncrasies and variability in interviewer style, unstructured interviews are less amenable to standard tests of reliability and validity than interviews with a more structured style (Padget, 1984).

An interview format that combines the strengths of the two types of interview styles would ideally capture the majority of key information needed in the FBA interview. For example, a structured portion of the interview would allow for an identical line of questioning for teachers, parents, and students, while the flexibility of the unstructured interview would allow the interviewer to probe the respondents for further information, clarification, or detail. Current available formats often offer an inconsistency between teacher interviews, parent interviews, and child interviews. Additionally, the available

protocols require distinctly separate lines of questioning for all respondents, thus increasing the possibility of overlooking variables that could be influencing the problem behavior.

A Review of Current Interview Formats in the Literature

The Behavioral Diagnosis and Treatment Form (Baily & Pyle, 1989) is a selection of questions pertaining to influences associated with problem behavior. Questions relate situational and setting events which may be related to or associated with the problem behavior. This format is structured as a clinical diagnostic tool, and may not lend itself effectively to use in an educational context. Further, variables occurring outside of the school are not addressed in this particular interview format, and unless investigated, these relevant factors would go undiscovered.

A second interview format, developed by Dunlap and Kern (1993) was an 11-item questionnaire. It was used to determine specific environmental circumstances associated with the greatest likelihood of problem behavior occurring and specific environmental circumstances never associated with occurrences of problem behavior. While the brevity of the interview allows for easy administration, it may not get to the root of the underlying reasons for the behavior or fully address the multi-dimensional nature of a child's problem behavior. Further, specific parent, teacher, and child formats are not available within this context.

Doggett, et al., (2001) created the Functional Assessment Informant Record for Teachers (FAIR-T). The FAIR-T included four sections of questions pertaining to different aspects of the child. The first section requested demographic information about

the student such as the homework completion and accuracy rates in specific academic areas. The second section of the FAIR-T sought three specific problem behaviors, listed in the order of severity and rated on the manageability descriptiveness, frequency and longevity. The third section contained questions that specify environment and instructional circumstances surrounding the behavior. The final section contains questions that will lead to the formation of a hypothesis concerning the antecedents that precede the problem behavior. This particular format is more investigative than alternative format designs, however, there is no mention of the occurrence of variables outside of school which may be negatively affecting the child's behavior. Additionally, there is no complimentary parent or child interview format available.

The Student Guided Functional Assessment Interview (SGFAI) (Reed, et al., 1997) was created for the use with individual students. This format is also divided into four sections. The first section of questions seeks information to operationally define the problem behaviors. The second section of questions deals with identifying problematic settings within the classroom. The third section of the SGFAI seeks information to aid in the formation and development of a behavioral hypothesis. The final section looks at recommendations for support plan services. The authors recommend that the information gathered here be confirmed by direct observation of the student behavior. While this student focused tool gathers critical first hand behavioral information for the child, there is no mention of information from all four ecological dimensions affecting behavior. This format also lacks a complimentary teacher and parent format critical to comprehensive information gathering.

(Kern, Dunlap, et al., (1994) designed the Student-Assisted Functional Assessment Interview (SAFAI); a student-specific format focuses on academic and environmental factors that can be manipulated in school settings. The intent of this interview is to identify features of academic tasks environments that the student considers to be related to his or her problem behavior (Kern, Dunlap, et al., 1994). Additional information gathered pertains to activities and interests that may replace problematic activities and situations. The SAFAI can be administered by an adult or given to the child to complete independently. Responses gathered on a Likert-type scale, while easy to gather, provide no insight into non-school factors which may be adversely affecting the child's behavior, and no complimentary teacher or parent formats are available.

McConaughy (1993) designed the Semi-Structured Clinical Interview for Children and Adolescents (SCICA); it was designed for use in conjunction with the McConaughy (1993) created Child Behavior Checklist (CBCL) and Teacher's Report Form (TRF). The SCICA outlines questions and tasks to assess key life areas and problems. The SCICA also employs a standardized rating scale to score problems reported by the child and observed during the interview. A profile for ages 6-12 provides quantitative scores for eight empirically based syndromes and for broad groupings of problems. The profile of the SCICA scale scores can be compared to profiles scored from parent ratings on the CBCL and the teacher ratings of the TRF. The results allowed for the use of the SCICA with the CBCL and TRF to discriminate and differentiate among children with emotional/behavioral disorders and learning disabilities compared to non-referred children (McConaughy & Achenbach 1996). While three desirable and

distinct formats are available for child, parent, and teacher, this format is geared more towards a standardized, diagnostic-type assessment and may not be conducive for use with typical students experiencing mild behavior problems.

The Functional Assessment Interview Form (O'Neill, et al., 1997) was designed to be used in conjunction with the Student-Directed Functional Assessment Form (O'Neill, et al., 1997). A highly cited and modified interview format, the FAI is divided into sections that seek specific information on most problematic times or situations across the day. The interview also looks to identify physical and environmental factors predictive of the behaviors of concern as well as the identification of possible functions of the behaviors. Finally, this format allows for the development of functional assessment summary statements as well as suggestions for components of a behavior support plan. The complimentary Student-Directed Functional Assessment Forms seeks information from the student regarding the behavior that causes problems for them during the school day. With assistance, they are asked to chart out a typical school day and indicate times and situations that tend to be problematic. Finally a summary statement allows for a complete composite of the behavior, its setting, and maintaining consequences. This comprehensive interview format allows for the use with teachers and parents, as well as the student in question. Unfortunately, there is little mention of factors which are occurring outside of the normal school day which may be adversely affecting the child's behavior.

While there are many interview formats available for the practitioner, not one format allows for the use with teachers, parents, and students alike. Additionally, there is

a noticeable absence of questions related to non-school factors that could be affecting the child's behavior. By including such information into a format that can be easily administered as well as adapted for teachers, parents, and students, a comprehensive picture of problematic behavior can be accurately identified, addressed, and corrected with appropriate behavioral interventions..

A New Interview Format

A functional assessment interview should be structured to reveal certain antecedents/elements in the instructional, social, or physical environment or the consequences of the behavior which may be contributing to the problem behavior (Graden, Casey, & Christenson, 1985; and Iwata, Vollmer, & Zarcone, 1990). By arranging the interview format to address variables in several ecological dimensions, the IEP team will be able to select interventions for a behavioral intervention plan based on the assessment data. For example, several elements in the instructional dimension may be linked to problem behavior. Problem behavior may be influenced by one or more of the following six areas: task difficulty, learning style match, student interest, student choice, skill deficits and student motivation. The interview protocol should include questions to elicit possible influences of problem behavior from the instructional dimension. The FBA interviews may also show problem behavior is associated with elements in the social dimensions such as student seating and grouping, peer provocation, adult interactions in school, student's social skills, and student motivation. The FBA interview format should contain questions to ascertain if any factors within the social dimension contribute to problem behavior. Problem behavior may also be influenced by

events in the physical dimension including: auditory influence, visual influences, personal kinesthetic influences, and tactile influences. Respondents should be asked about factors in the physical dimension during the FBA interview. In addition, consequences following problem behavior may be discovered during the FBA to maintain problem behavior. Four categories of consequences include: gaining attention from peers and the teacher, being able to escape or avoid a task, gaining sensory stimulation, or feeling power or control, are all possible results of the behavior that will contribute to its maintenance. The interview format should include questions concerning the consequences or function of problem behavior. While content of the interview protocols will be similar in their attempt to gather information, individual teacher, parent, and student protocols are necessary to gain sufficient perspective from each..

The proposed Interview Formats (see Appendix A) include questions to address various ecological dimensions and factors influencing problem behavior. Ideally, the format will lead to the development of behavioral intervention plans based on assessment data.

CHAPTER 3

RESEARCH PROCEDURES

Introduction to the Methodology

The case is an empirical inquiry investigating a contemporary process within its real-life context (Yin, 2003). This research approach involves multiple sources of evidence which will converge to address the research question or proposition: “The essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result,” Schramm, 1971 (as cited on pg. 12 in Yin, 2003). The case study as a research strategy “comprises an all encompassing method – covering the logic of design, data collection techniques, and specific approaches to data analysis. In this sense, the case study is not either a data collection tactic or merely a design feature alone but a comprehensive research strategy” p.14 (Yin, 2003). A single-case research design was chosen since the individual case will represent a “critical” and “representative” case requiring functional behavioral assessment and behavior intervention planning. The single case will also be revelatory in investigating the link between functional behavioral assessment and planning for behavior improvement.

Student

The sample is one student from Sunnydale Middle and High School who has been referred to Support Services. This single student will be the “unit of analysis.” Sunnydale Middle and High School serves as an attendance center for approximately 350

students. Seventeen percent of the student body is drawn from diverse cultural and ethnic minority groups. Children from the age of six weeks through grade twelve attend here.

Dean is a 14 year old, African American, 8th grader attending Sunnydale Middle and High School. His classes include science, math, physical education, language arts, industrial science, social studies and two resource courses. Dean has behavioral goals that qualify him for special education services. He receives on-on-one time with Mrs. Baker for two periods per day to help with assignment completion and task management. Dean also receives additional time for assignment completion, and may only have minimal points deducted for late work. Dean also has the opportunity to take exams in the resource room if he is unable to complete them during the allotted class time.

Instrumentation

Five methods of data collection were incorporated. First, archival records were examined. These included cumulative student records and school-based data (e.g. attendance reports and/or disciplinary records). Second, the Schafer Interview Protocol (SIP) was used to conduct FBA interviews with the referred student, his or her parent(s), and the classroom teacher or support personnel. This instrument is designed to identify variables in the instructional, physical, or social environment hypothesized to influence the behavior(s) of concern. Third, the O'Rourke Dimensional Observation Form (ODOF) was used to collect observational data concerning the problem behavior(s). The observation procedure is designed to confirm the variables identified in the interviews as influencing problem behavior. Fourth, using the Duncan Intervention Domain Guide (DID-G) the support team developed a behavior intervention plan which includes a

hypothesis, a goal, baseline data, selected intervention(s), and a progress monitoring plan. Finally, the progress monitoring data will in the form of documentary, descriptive data was gathered throughout the study. Participant-observation was included as the student's support team met to develop a behavioral intervention plan.

Data Collection

Data collection began in the spring, 2005. Once Dean was referred to Support Services, Dean, Dean's mother, Dean's resource teacher (Mrs. Baker), and Dean's social studies teacher (Mr. Milton), signed consent forms. Interviews were then conducted with Mrs. Baker, and Mr. Milton. Dean's mother did not respond to multiple requests for an interview. Upon completion of the interviews the researcher observed Dean in multiple settings, Resource Room, science, and social studies. An interview with Dean followed the observations. Dean's support team met and developed the behavioral intervention plan, using the interview and observation data. As a participant of the support team, the researcher assisted in the development of the behavioral intervention plan. Progress monitoring data was collected and archival data was collected throughout the duration of the study.

Data Analysis

The descriptive data from the progress-monitoring document served as the critical source for evaluating the case study. The following chapter reveals the results and findings of this study.

CHAPTER 4

RESULTS

The process of conducting a functional behavioral assessment has been outlined by various authors with explanation of one stage to the next. By following a comprehensive procedure for FBA, a complete understanding of the behavior can be established and appropriate, effective interventions can be put in place to create a more positive educational environment for the student. Rarely does one progress smoothly from one step to the next however. Changes in process as well as intervention may be necessary to adapt to the ever-changing educational environment that is unique to each individual student within one school system. The implementation of the FBA model was a dynamic process yielding interesting results that speak to the need for a comprehensive process in order to attain effective results.

The Referral

The FBA process began with an initial referral by a teacher at the Sunnydale High School. The referral was given to the school psychologist who then contacted the parent to obtain permission for the researcher to contact that parent. The school psychologist contacted the researcher with the permission and referral information. Implementation of the model was delayed due to difficulties in obtaining parental consent.

Following several weeks of attempted contact and several attempts to obtain signed forms, the FBA model was implemented in April, 2005. Mrs. Baker, the referring Special Education teacher, contacted the school psychologist at Sunnydale High School. Mrs. Baker was concerned about an eighth grade student, named Dean. Dean was

demonstrating distracting, off-task behaviors during class time. The teacher reported that Dean had been demonstrating these behaviors for quite some time.

The Teacher Interview

The referral teacher, Mrs. Baker, was interviewed on Friday, April 1, 2005.

Interview data are reported by each of the four domains presented in the model of the FBA process presented in earlier chapters (see completed interview form Appendix E.1).

Instructional Domain. The teacher reported that the student has difficulty staying on-task and maintaining focus for more than a few minutes. The teacher also reported that Dean seems not to struggle with material, but is able to catch on quickly. Needing little help from the resource teacher, the teacher reported that Dean is typically engaging in off task behavior during independent work time. The behaviors seemed to be a bit better now than earlier in the year; Dean seemed to stay more focused now.

The teacher reported that Dan has low frustration tolerance with work, and if other classmates are on-task, he can often engage them in his off-task types of behavior. Mrs. Baker reported that when working in groups, Dean had a tendency to let the others do the work, and the result was that the other students do not want to work with him. When in a one-on-one situation, the teacher reported that Dean was a “dream student.”

The teacher reported that she really liked Dean, and he made her laugh during class. Mrs. Baker reported that a “good class” for Dean was when he sat down and got his books and materials ready without being told. Mrs. Baker reported that Dean may not set goals for himself, but he was able get work done when he wanted to. The teacher also reported that maintaining off-task behavior allowed Dean to get out of getting his work

done. Mrs. Baker reported that, at the time of the interview, Dean was currently earning the grades of: science/C, math/C-, language arts/A, social studies/F.

The teacher also reported that Dean is on an Individualized Education Plan (IEP), and that his goals for the IEP were as follows: Goal #1, addresses assignment completion that allows for the acceptance of late assignments, Goal #2, addresses on-task behavior during class, and Goal #3 is a transition goal for post-school planning.

Social Domain. The teacher reported that Dean had one main influential peer in his class. This peer tended to follow along and/or "get him going." Even when Dean was relocated to another part of the classroom, they would shout across the room to each other. In social situations, the teacher reported that Dean seemed to get along well with peers. Dean was a part-time on-air personality at a radio station and has very good social skills. The teacher reported that Dean had the ability to pull his peers off track. Mrs. Baker reported that Dean desired a good relationship and he wanted people to like him although he has a very short fuse. The teacher reported that Dean seemed culturally competent and he saw others as not as competent.

Physical Domain. The resource room design varied. The teacher had provided a large table where students could work with additional space in an adjoining room. The teacher reported that Dean worked well in one-on-one situations and usually would not remain on-task on his own in the alternate room. The teacher reported that neither instruction quality nor behavior varied with his position in the room.

Non-School Domain. The teacher reported that during the first semester of the school year, Dean's mother was called nearly every day due to the problem behaviors

that were exhibited throughout the day. Mrs. Baker further noted that she had seen a change in behavior since the beginning of the new semester. The teacher reported that she had good relationship with the student's mother and noted that she saw many similarities between Dean and his mother. The teacher reported that Dean's mother had indicated she thinks Dean was just lazy and needs to "get moving." The teacher reported that dad was in jail last fall. However she was unsure how this is affecting Dean and his school work.

Working Definition of Target Behavior. This student uses several off-task behaviors to escape work completion. Behaviors included but were not limited to blurting, tapping, story-telling, wandering the classroom or hallways, and talking to peers. In avoiding work completion, the student was able to participate in more enjoyable activities such as talking with friends or participating in non-academic activities.

Second Teacher Interview

The second teacher interview, conducted on Friday, April, 15, 2005, was with Mr. Milton, a middle school social studies teacher at Sunnydale Middle and High School. Mr. Milton was contacted by the researcher because he frequently expressed concern about the Dean's behavior to Mrs. Baker. Mrs. Baker felt that Mr. Milton would be a good source of additional information about Dean and his difficult behaviors (see completed teacher interview form Appendix E.2).

Instructional Domain. The teacher reported that Dean frequently exhibited consistent off task behavior that includes blurting out, talking to peers, and incessantly

tapping his pencil or fingers and toes. Mr. Milton reported that Dean was frequently exhibiting a lack of academic progress, and failure to complete assignments. Mr. Milton reported that Dean was academically comparable to peers when he produces appropriate effort. The teacher reported that problem behaviors exhibited during instruction varied; there were not discernable patterns displayed that determine on-task versus off-task behavior. The teacher reported similar circumstances when working independently; there were no discernable patterns to the problem behavior, but problem behavior was frequently displayed during independent work time. The teacher reported that Dean had difficulty following instructions, and often displayed problem behaviors while working in small groups. During these types of instructional periods, the teacher reported that typical peers were on-task.

The teacher reported that the instructional topic may predict good class period, but in a very limited scope. Mr. Milton expressed that he was not aware of any good predictors for a successful class period. The teacher also reported that ultimately, Dean got out of doing his academic work. Dean may comply with direct teacher intervention during off-task behavior however, the moment he walks away, the off-task behavior resumes.

Mr. Milton has been Dean's teacher for the last two years. In that time, Mr. Milton had seen no significant behavior changes. Mr. Milton reported that he was very concerned that Dean is losing academic ground and would be grossly unprepared for high school. While Dean was involved in extra curricular activities, Mr. Milton feels that they were not enough of an incentive to increase academic performance or homework

completion. The teacher reported that he saw heavy reliance on resource room for instructional help. While he feels that Dean had the capability to do the work, he thought the one-on-one help was too readily available for Dean. The main academic interests for Dean included music and African American history and music. When these were topics covered during instructional periods, Dean would actively engage in appropriate classroom activities. Mr. Milton reported that these topics alone were not enough to maintain Dean's interest of on-task behaviors.

Physical Domain. The teacher reported that physical factors did not seem to be a consideration in whether Dean participated in off-task behaviors. The teacher also reported that there seemed to be no discernable pattern to the off-task behavior; Dean would blurt-out, speak to peers, or tap his fingers and toes in any environment or situation. The teacher reported that if one of his close friends was not seated directly behind him, Dean exhibited less talking to peers, but it did not cease entirely. The teacher also reported that he has been in the same classroom for the last several years and Dean has occupied each seat at least once. His position in the classroom did not affect the off-task behavior.

Social Domain. Mr. Milton reported that Dean has a good relationship with most of the peers in his class. He has one or two close friends that he more often engaged with, but showed no animosity towards any of his peers. Mr. Milton reported that at times, Dean's classmates were involved in off-task behavior, and Dean's participation in problem behavior could turn the tide of entire class.

Non-School Domain. The teacher reported that Dean seems to have good relationship with his mother. Mr. Milton was aware that Dean's father was in and out of jail but did not know the status of that situation. The teacher reported that Dean grew up in Detroit and had mentioned in class that he would like to move back there. Mr. Milton reported that if Dean's mother got involved with any behavior difficulties reported at school, there were minor improvement for a few days, and then the situation reverted back to more typical off-task behaviors.

Working Definition of Target Behavior. This student exhibited considerable off task behavior including but not limited to tapping, blurting out, talking to peers. The behavior was used as a means to escape work and academic engagement. In avoiding work completion, the student was able to participate in more enjoyable activities such as talking with friends or participating in non-academic activities. Reliance on assistance in the resource-room prohibited student from taking responsibility for academics.

The Parent Interview

Multiple attempts were made to contact the parent and obtain information about the valuable non-school factors. While some family information was obtained during teacher interviews, the information was not directly contributed by the parent. The researcher continued to attempt contact with the parent, but to no avail. There was no parental information given for this research project.

Student Interview

The student interview was conducted on April 29th, 2005. The Student Interview Format for Middle and Secondary Students was used. The student was very reserved in

his responses and seemingly not entirely forthcoming. While he did provide responses to the questions that were posed, he remained guarded, hesitant, and “socially responsible” in his responses to the questions (See completed interview form in Appendix E.3).

Instructional Domain. The student reported that school was not difficult for him. His main concern was that homework takes a long time; it was not hard, it simply took a long time. Dean also reported that he usually understands what was going on during class, so he did not ask for help very often. He received help with his work when he had questions. It was of no concern to him if the teachers noticed he was doing good work in class. Further, Dean reported that he was not concerned if he did not have enough time to complete his work, just as long as he got it done. Dean reported that if he was participating in off-task behaviors that were ‘distracting,’ the teachers simply told him to stop and he stopped. Typically no single precipitating event determined the onset of the behaviors; they were automatic. Dean reported that his favorite classes were math and science; these classes were easier for him and he usually understood what was going on. Social studies was the class in which Dean experienced most difficulty staying on-task.

Social Domain. Dean indicated that he had a lot of friends in school. He had friends in all of his classes, but there were some students he does not get along with. Dean reported that the other students were not bothered when Dean engaged in off-task behavior such as tapping, blurting out, or talking to his peers. He did not feel that his behavior bothered anyone in his class.

Physical Domain. The student reported that there was no one place in school where he liked to hang out. He reported that he thought he did his best work in a quiet

place where he was not getting distracted. Sometimes noises from others were distracting to him. He reported that there was no place in school where he tended to get into trouble, but he appreciated a quiet environment.

Non-School Domain. Dean indicated that when he gets in trouble at home, he got his phone and television privileges taken away. He reported that his tapping did get him in trouble at home also. Dean reported that there was nothing happening at home or in his neighborhood that was affecting his school.

Working Definition of Target Behavior. Based on the interview data, a working definition of the target behavior was developed. The target behavior was defined as: The student automatically participated in off-task behaviors with no explicit factor or factors that signaled the behaviors. Teachers simply asked him to stop when he was participating in these behaviors.

The Observations

Narrative Observation. A narrative observation was conducted on April 20, 2005. The narrative observation was conducted in the resource room of Mrs. Baker, the referral teacher. The observation took place from 10:26-11:10am (See Narrative Observation Form, Appendix F.1).

The class began with the teacher helping the students to establish their goals for the class period. Her warm and friendly manner seemed to be the norm for the classroom environment. Dean was not present at the beginning of the class period. Dean came to class nearly 8 minutes late from his physical education class, with no apparent consequences from the teacher.

Dean immediately began playing with objects on the table such as pencils, scissors, etc. and drummed on the table; engaging in the target behaviors described by his teachers. Instructionally, Dean was participating in a review of the math assignment with another peer and the teacher. An incentive for participation was a piece of chocolate for complete participation. The Dean left his seat many times while working on the math problems, wandering around the room and interacting with other students in the room. At the end of the review, both he and his peer got the reward of chocolate, even though their participation in the review seemed minimal. The teacher seemed to have a very open and caring relationship with her students. Rapport was clear and genuine with teacher and her students.

The target student also demonstrated blurting out behaviors when he stated there were “26 days until school is out!” Additional conversations began as well as more tapping on the table and not engaging in the academic task at hand. Dean was not working well during this instructional time, and continues to ‘tap.’

The classroom teacher was continuing with math lesson and Dean exhibited considerable tapping. The consistent tapping was becoming more elaborate with a complex rhythm. Dean explained to the teacher that he was paying attention in math class but did not “get” what was going on. There was continuous tapping with pencil with no correction or redirection by the teacher.

Dean leaned back in his chair, balancing on two legs. He seemed to have no regard for the invasion of other’s space as he leaned over another student’s work. No correcting or redirection was provided by the teacher.

The review of math concepts took nearly 15 minutes due to disruptions from other students. As a period of independent work began, Dean looked for a science worksheet. Dean was unable to locate his missing a worksheet and claimed that he did not take it or lose it; it was the teacher's responsibility to keep track of it.

During independent work time, Dean used scissors to cut a lunch bag. He began tapping again. Dean realized that he was being observed and noted that, "she's here to watch me; it's creepy."

At 10:50am Dean received one-on-one instruction with the teacher; she was helping him directly with his math homework. Dean explained to another student that he "doesn't have the luxury of not doing homework-I have to do it anyway!" He diverted attention away from his school work and began an argument with the teacher, "I wasn't late to class today." As a consequence of his late arrival the teacher threatened to keep him late from lunch. The teacher continued with direct instruction with Dean.

At 10:57am, the direct instruction continued on math problems. The teacher walked the students through the math problems and assignment with illustrations and examples, "this may not be working because . . ."

The teacher provided a re-direct for Dean to focus back on the math problems. Dean seemed to understand some instruction but did not utilize the strategies presented. Further direct instruction was provided by the teacher. She provided examples and illustrations to help the students understand the concepts and Dean finally 'gets it.'

Dean asked questions about why the researcher was in the room and the teacher attempted to redirect focus back to the students' class work. The students were all off task

and ready to get their lunch. The students all left to get lunch, with instructions to come back to the room with disposable trays. Dean was originally told that he would need to stay a few extra minutes for being late to class however, he left anyway. The teacher proceeded to correct papers; Dean did not return to the classroom.

Teacher Scatter plot. No scatter plot data was obtained from either teacher. The teachers reported that the behaviors were consistently occurring however they did not occur in a regular pattern and varied considerable in intensity. Both teachers reported it would be more beneficial for the researcher to directly observe the behaviors to obtain a more complete understanding of the target behaviors.

Time Sampling. Dean was observed on three occasions after the narrative observation was conducted. The first observation occurred during his first hour science class (See completed form, Appendix F.2). Dean was observed from 8:00-8:10am. During this time, he exhibited on-task behavior 40% of the observation period. His off-task behaviors included tapping his fingers and pencil, blurting out, and talking to his peers. These behaviors were exhibited during a less structured period while the classroom teacher was handing out papers to the class. While his on-task behavior seemed to be low at 40%, this was comparable to the behavior of his peers during this period. During the next observation period from 8:15-8:25am, Dean exhibited on-task behavior 65% of the observation period. Off-task behaviors were consistent with those listed above.

The second time sampling observation period took place in his 4th hour Skills class with the referral teacher (See completed form Appendix F.3 for completed form).

During the first observation period, from 10:25-10:35am, the target student exhibited appropriate, on-task behaviors 45% of the time. Off-task behaviors included tapping finger, toes, and pencils, blurting out, and talking to peers. The second observation period from 10:40-10:50 illustrated consistent behaviors of tapping, blurting, and peer talk. The target student exhibited on-task behaviors 50% of the observation period.

The third time-sampling observation took place in the 6th hour social studies classroom (See completed form Appendix F.4). During this time, there was considerable off-task behavior being exhibited by the student. The first observation period took place from 12:50-1:00pm. The student was on-task only 35% of the observation period. Again, considerable tapping and peer talk were present. There were not as many incidents of blurting out during this period. The second observation period took place from 1:05-1:10pm. The student was on-task for 45% of the observation period. During this time period, there was considerable blurting and tapping, with less peer talk exhibited.

Summary of Domain Data. The target behavior was defined as persistent and continuous off-task behavior including, but not limited to automatic inappropriate blurting, tapping of fingers and feet, and speaking to peers during instructional time and individual work time. This behavior was interfering with the class instruction, the learning of the student, and assignment completion (see completed Summary Form, Appendix, G.1).

Data collected from each of the four domains was summarized and listed within the BIP. In the Instructional Domain, the data collected from the resource teacher and the

general education teacher indicated that there were little predictors of a consistent, good instructional period, or when Dean will actively participate. One motivator was subject matter including Black History and music; however the curriculum requires the examination of an extensive amount of subject matter beyond what the student was typically interested in. Changes in behavior typically occur when the student is involved in one-on-one instruction. The student typically engages in academic demands appropriately. This was demonstrated during classroom observations during the 4th and 6th hour class periods. The off-task behaviors typically allow the student to escape the instructional demands of the classroom, and instead complete work in the resource room where smaller group and one-on-one instruction is more readily available. Both instructors feel that the student is capable of completing the work.

The data collected from the Social Domain indicated that Dean seems to have a good relationship with his peers. He has a few close friends and seems to have an amicable relationship with most of his teachers. This was confirmed during the classroom observations; the student was readily able to communicate with a variety of his peers, and there was no negative interaction that was observed between peers. During the student interview, it seemed that the student sought approval by providing responses that were socially acceptable.

Data collected in the Physical Domain indicated that in the general education classroom, there is a typical arrangement of desks in rows, chalkboard, a bank of windows, etc. In this environment, it was reported the student has occupied each seat in the last two years, and physical location seemed to make little difference in behavior. In

the resource room, the physical arrangement was more casual, with instruction occurring around a single large table, for smaller group instruction and more one-on-one time with the instructor. Location in the room did not seem to impact behavior. This was confirmed during observations periods when Dean was allowed to occupy various seats in the room.

Information gathered from teachers in the Non-School Domain indicated that the Dean has a favorable relationship with his mother. His father was in a correctional facility. There had been little communication with the student's mother during this project. Attempts were made to obtain direct information from the parent however there was no information directly provided from the parent. Further, the student did not provide much information in regards to non-school factors during the interview. Because this critical piece was absent from the data collection process, it is unclear of the extent to which home factors contributed to the behaviors exhibited in the school.

When considering all domains and information gathered from multiple sources, it was concluded that the target behavior is most likely to when the student is expected to be a "typical, active participant" in his education. This includes expectations of taking notes, listening to instructor lectures, individual seat work, group work, etc. The target behavior is least likely to happen when the topic of the instruction is of specific interest to the student or when he is engaged in one-on-one instruction.

Hypotheses. Two working hypotheses were developed to explain the problem behavior. The first working hypothesis that was developed stated that problem behaviors occurred when the student was expected by the teacher to complete assignments, work

independently, and participate appropriately in class. Instead, he typically engaged in off-task behavior. In doing this he escaped/avoided the instructional demands imposed upon a typical student. As a consequence he was able to complete any assignments in the resource program and receive partial credit for late work. A second working hypothesis for the behavior stated that the student doesn't complete assignments and disengages from class discussions and activities because he lacked motivation to do well in school.

The Behavior Intervention Plan

Based on the interview and preliminary observation data, a Behavioral Intervention Plan (BIP) was developed (See Appendix G.2). The BIP is a plan developed in conjunction with the researcher as well as the cooperating teachers, parent(s) and student as appropriate. The BIP outlines the information that was gathered and explains the procedures for dealing with and monitoring the problem behavior. The first part of the BIP, identifying the operational definition of the problem behavior, was developed.

The Intervention. Results from the data indicated that the problem behaviors occur automatically without the student experiencing a precipitating event that triggered the event. Both the referral teacher and the general education teacher agreed that self-monitoring of behavior may be effective in helping Dean become more aware of his behaviors. During core class periods of the day (science, math, language arts and social studies), the primary investigator obtained direct feedback from Dean's teachers about his class behavior in both written comments and a rating on a Likert scale via email (See example form Appendix G.3). By examining both written comments and rating scales, Dean would be better equipped to determine how his behavior was perceived by his

teachers; and, as the behaviors decrease and the favorable comments and ratings increase, the student would become more apt to engage in appropriate academically engaging behaviors.

A second portion of the intervention provides for an alternative work setting. If Dean obtained class ratings of at least a "4" on the Likert scale in both science and social studies, the student would have the opportunity to work independently in the Library or adjacent resource room during his 8th hour Skills period. This would allow the student to demonstrate his independence and his ability to complete his work in a typical education setting, rather than in the supportive environment of the resource classroom

The behaviors of concern related to the student's off-task behavior. The behaviors included excessive tapping of his fingers, toes, or pencils, etc. as well as blurting out, and talking to his peers. Many of the behaviors seemed to be bothersome to the teachers; however teachers were not addressing the behaviors as often as they could to prevent further incidents of the behavior. The direct feedback from the teachers would allow them to examine their reactions to the behaviors as well.

Progress Monitoring. The progress monitoring of the behavior included frequency recording, duration recording, narrative observations, behavior chart/direct feedback from instructors.

Frequency recording was conducted by the researcher to record the number of off-task behaviors exhibited by the student, as well as the instructor response to the behavior. A simultaneous duration recording was conducted to gauge the amount of time spent engaged in the target behaviors. Time sampling data was also collected to establish time

on-task behaviors. Frequency, duration recordings, and time samplings were completed three times per week during science and social studies classes, for a total of at least six weekly recordings. Additional narratives were included to further identify the activities during the classroom observation periods.

The results of the Likert ratings reported by the classroom teachers were recorded and charted. Rating scale recordings yielded results from four core class periods, five times per week, for two weeks. As a result, each class will have nearly 10 data points and anecdotal comments.

Summary of Results

The experience in this project has not significantly changed the student behavior for the better. As illustrated from the behavior observations Time on Task chart (see Appendix G.4), on-task behavior increased during the first week of the project, then became more erratic and inconsistent as the days passed. While it seems that the behavior began to increase, the lack of consequence, or the lack of correction resulted in the behavior reverting back to an inconsistent and unpredictable occurrence of the problem behavior.

Further, in terms of the teacher ratings of the behavior, the student consistently scored between “3” and “5” on a 1-5 Likert scale, 5 indicated outstanding behavior (See Appendix G.5). These results indicate while the teachers claim to be bothered by the off-task behavior demonstrated by the student, their actual rating of these behaviors does not indicate this as such. Even in the last half of the progress monitoring period, when the behaviors became more erratic and demonstrated off-task tendencies, the ratings from the

teachers did not reflect a similar downward turn. The ratings actually remained either a "3" or a "4" on the 1-5 Likert scale.

CHAPTER 5

DISCUSSION

The purpose of this research project was to determine if the proposed interview component to the FBA model effectively identified various ecological dimensions and factors influencing problem behavior to lead to the development of behavioral intervention plans. There were several benefits to the current format of the interview protocol that did provide some insight into the function of the student's behavior however, it did not pinpoint the exact function of the behavior, nor did it provide the researcher adequate information to assist in the formation of an effective behavior intervention that could serve to alter the behavior of the student. Multiple causes impacted the effectiveness of the interview and the intervention. The obstacles included the overall interview format, the lack of parental input, student variables, and length of implementation and evaluation of the intervention.

The Interview Format

The interview format was created to facilitate the understanding of student behavior. While difficulties were encountered, strengths were noted as well. Differences in the current format compared to other available interview protocols allow for an improved method of interviewing. Variations include specific lines of questioning to aid an inexperienced interviewer target the four domain areas, various formats for different respondents, and a method of questioning that allows the respondent to more critically scrutinize the target behavior.

Many templates have been created for specific use in the FBA process such as the Functional Assessment Informant Record for Teachers (Doggett, et al., 2001), The Student Guided Functional Assessment Interview (Reed, et al., 1997), or the Functional Assessment Interview (O'Neill, 1997). The protocols used in this study were adapted from these versions to elicit more specific information about target behavior. This was a benefit to the interviewer, specifically the interviewer with little experience. The structured format of the interview protocols provides the interviewer a step-by-step guide to assist them in determining the function of the problem behavior. The interview protocols not only assist the interviewer in gaining insight into the behavior, but the format also specifically addresses concerns within the four target domain areas.

An additional benefit of the current interview protocol is the respondent-specific protocols. Interview protocols were developed according to the target respondent. For example, the Teacher and Parent interview forms differ from one another in attempt to elicit a more extensive range of information on behaviors in school versus behaviors in the home. Similarly, separate forms were created for students in elementary school and students in middle and secondary school. The various formats were designed to elicit different types of information, yet complete a larger and more accurate picture of the situation. The questions that were included on each format should have allowed the researcher to gain insight into a situation and thus assist in bettering the situation. While the interview format did not lend itself fully to this capacity in this study, the benefits of having respondent-specific formats available is clear.

A third benefit of the current interview protocol is the quantity of questions for each domain area, as well as questions relating to “strengths” and “usefulness.” By providing multiple questions in the domain areas, the interviewer helps the respondent to more deeply scrutinize the target behavior and consider the causes and function of the problem behavior. The multiple domain questions require the respondent to more deeply consider the problem behavior, but this proved to be difficult for some respondents in the current study.

Several questions that were included in the interview were difficult for respondents to answer. The interviewer had to reword or rephrase some of the questions during the interview. This was problematic in that, while rephrasing, the interviewer may have inadvertently provided a leading question, or inadvertently provided information that may have planted a suggestion to the respondent. For example, when asked if any recent event has changed the student’s behavior, the first teacher responded in the affirmative to an influential teacher/parent meeting affecting student behavior. The second teacher, when asked the same question of “recent events changing behavior” required further prompting. In doing so, it was difficult to rephrase the question without providing leading information or clues to information that was obtained in the first teacher interview.

Additional difficulties were encountered with the interview format. In the “antecedents and consequences” section of the teacher interview, it was very difficult for the teachers to respond to the provided questions. For the particular behaviors that were being exhibited, the teachers could not identify clear predictors of “good” or “poor”

instructional periods. It seemed, to the teachers, that the quality of the instructional periods were random, and controlled outside of the classroom, rather than from within the classroom. Providing guidelines for identifying the probable function of a behavior has been shown to help teachers respond to interview questions concerning function (Packenham, Shute, & Reid, 2004).

Identifying antecedent and consequence events should help the respondent to realize that difficult behaviors are very often situation-specific; they occur in some situations and not in others. Understanding the situations in which behaviors occur helps both in building a support plan and in avoid the trap of thinking of a person as “having” a difficult behavior (O’Neill, et al., 1997). Though they were difficult for the respondents to answer, this series of questions may have created an alternative way to examine the behavior. This line of questions may help teachers to intently scrutinize behaviors. Additional difficulties were encountered in the “Purpose of Behavior” and “Behavior Usefulness” sections. Teachers responded differently to this section. The resource teacher seemed to have a better understanding of the functions of behavior, and what the student wanted to “get” from engaging in the behavior. The regular classroom teachers had a difficult time interpreting these sets of questions; the responses tended to be more general and not entirely helpful to the narrowing of the behavior function. In trying to determine the function of the target behavior, the general classroom teachers seemed to let their instinct direct their responses rather than data or classroom observations.

The student interview format was also problematic. The main concern with Dean was that he seemed to provide socially acceptable answers to the questions that were

posed. For example, when asked when he seems to get into trouble, Dean offered that problems occurred during his 6th hour Social Studies class. When the researcher began writing this information down, he stated that “I didn’t know you were going to tell anybody.” Periodically throughout the remainder of the interview, the student needed to be reassured that he was not going to get into trouble for sharing information about himself, nor was the researcher going to share his direct responses with his teachers. While appeased at the time, the student seemed to remain guarded and hesitant to respond. O’Neill and colleagues (1997) noted that the student’s interest and willingness to participate in the interview may greatly affect their responses, and the interviewer needs to be flexible and willing to accommodate the student’s needs in order to elicit more accurate and comprehensive information. It should also be noted that information from the interviews should be confirmed through direct observations (O’Neill, et al. 1997). In this way, practitioners may be able to assess the validity of respondent information to determine the likelihood of the respondent providing accurate information.

Another example of the student’s socially acceptable response was when he stated that he does not have much trouble with his school work, and seems to understand what is going on in most of his classes. Further, he stated that he spends time at home completing his school work. He was not, in fact, performing well in several of his classes at the time of the interview. He was not turning in his work in a timely fashion, nor was he maintaining a satisfactory grade in many of his courses. Additionally, Dean was hesitant to elaborate on his responses and was satisfied with monosyllabic responses.

It was difficult for the participating students to understand “antecedents.” For example, when asked “What happens before you get in trouble for . . .” the students were unsure what answer the interviewer was “looking for.” It was difficult to rephrase the question without leading the respondent. This difficulty could be two-fold. First, interviewer inexperience could have hampered the opportunity to fluently rephrase or restate the question. Secondly, the student’s ability to understand the line of questioning could have affected the student’s response. O’Neill, et al., (1997) note that the student’s ability to engage in more complex conversations can have an impact on the quality of responses provided during a student interview and their comfort in the situation may affect response quality.

The “Behavior Strengths” and “Behavior Usefulness” were as problematic for the student as they were for the teachers. It was difficult to articulate the meaning of the questions and elicit useful information from the student. The target behaviors were “automatic” and the student could not provide any further elaboration.

Overall, the interview component allowed the interviewer a basic line of questioning that could elicit information about problematic behaviors. By using the format as a general guideline, and understanding that some lines of questions can be omitted if needed, the interviewer may experience a more satisfying and informative interview. Further, because the interview formats are specifically divided into the four domain areas, it allows any emerging patterns to be more readily observable in the classroom or environment where the problem behavior most often occurs.

Parental Input

The presented model utilized information gathered across four domains. One key domain area that separates this model from others is the incorporation of the non-school factor. Information gathered from parents and/or guardians can assist the practitioner in understanding a complete picture of circumstances surrounding the student. A clear benefit of the current model is the targeting of the parent and/or guardian to elicit information about the home environment that may be otherwise unavailable to FBA practitioners.

Parents and/or guardians are able to provide a wealth of knowledge about students beyond what educators are aware of within the context of the educational setting. Parents often have direct knowledge of the child and the problem behavior and have become very aware of the antecedents and consequences of the behavior. This awareness allows the family to engineer various preventative measures within the course of their daily routine (Harrower, Fox, Dunlap, & Kincaid, 1999). While this family behavior serves to prevent disruptions in their daily routine, if this information is not solicited from the parents or caregivers during the interview, proposed school-based interventions may not be effectively addressed or replicated in the home, thus leading to the ultimate defeat of the proposed intervention (Harrower, et al., 1999).

While benefits of obtaining information concerning the non-school factors are clear, this non-school piece was insufficient in the current study. While numerous attempts were made to make a critical connection to the parent, she remained hesitant to participate and wary of providing additional information for the project. Because of the

absence of parental input from the preliminary information gathering interview, to the parental voice in the selection of behavioral intervention, continuity from school to home was lacking. The home environment became an elusive source of information that did not contribute significantly to the overall assessment process. Without proper voice and representation at any decision-making meetings, the parent in essence left the decision-making up to the “experts” at the school and removed herself as an integral part of the home-school problem solving process.

Long-term interventions for severe behavior problems may necessitate the eventual transfer of intervention into the home setting with the parent ultimately assuming much of the responsibility for the intervention and data collection (Peterson, Derby, Berg, & Horner, 2002). The student indicated that the behaviors occurred in the home as well as at school, thus valuable home-based consequences could have provided valuable information to the assessment process. With no input from the home environment, the intervention experienced no success in the home environment. Without a comprehensive understanding of the circumstances surrounding the student in their home environment, an effective home-school intervention was not possible.

Student Factors

Child interviews can be useful for obtaining first hand impressions of affective and interpersonal functioning, directly observing behaviors, soliciting children’s own views of their problems, and establishing rapport necessary for effective interventions (Hughes, 1989). Personally provided information can supplement the information already gained from the teachers and/or parent interview, and any student who can

provide reliable information can contribute to the functional assessment process (O'Neill, et al., 1997). Students who are the focus of a functional behavior assessment have often experienced difficulties with teachers, peers as well as with academics. These difficulties often result in noticeable negativity that may permeate through their entire school day and perhaps their home-life as well. In most cases the child interview should be conducted by someone with whom the child has no negative history so that the interview can occur more quickly and provide more substantive information (O'Neill, et al., 1997). It is also necessary that the interviewer be skilled at establishing a good rapport with the children and has a good working knowledge of the actual interview process (O'Neill, et al., 1997).

The current study involved a student in the eighth grade and who did not have consistently positive experiences in school. During the student interview portion of the FBA process, the student seemed very reluctant to provide information that painted an accurate picture of his educational environment. Monosyllabic responses seemed to be the norm, and the student seemed inclined to provide socially acceptable responses to queries that may have otherwise cast him in a less than desirable light. In this respect, a good working knowledge of strategies for working with difficult students can be crucial.

During the student interview, strategies for working with difficult students can create a safe and supportive relationship that may allow the student to provide more substantive information. Active listening during the interview can convey a message to the student that you are truly listening to what they are saying (Fisher, Ury, & Patton, 1991). Active listening does not imply that you agree with the student, but rather it show

you fully comprehend their viewpoint (Fisher, et al., 1991). For example, “let me be sure that I understand you correctly . . . or, ‘So from your point of view, this situation looks like’ . . .” Upon finishing summarizing what the student has said, it gives the student the opportunity to clarify or elaborate on their remarks. The simple act of active listening may open further lines of communication between the practitioner and the student and may ultimately facilitate further success in the FBA process.

Length of Implementation

Complicating the FBA process for the current study was the quickly approaching end of the school year. Extensive time was taken to attain parental involvement, thus shortening the amount of time available for intervention implementation and evaluation. There were several projects that the student was responsible for and increased pressure to complete the projects may have added to the inconsistent and undesirable behaviors. A critical component of the FBA process is the allotment of adequate time for implementation, progress monitoring, and intervention evaluation. McConnell and colleagues (1998) recommend that after three weeks of progress monitoring, the intervention should be evaluated for effectiveness; intervention and progress monitoring procedures may be altered at this time as needed. In the current study, only three weeks of school remained, thus modification of intervention and progress monitoring was not feasible.

Implications for School Psychologists

Practitioners utilizing the functional behavioral assessment process must be familiar with all components of the process, have experience with interviewing, possess

skills in soliciting input from the family/home environment, possess the ability to work with students of all ages, apply strategies for working with difficult students and other respondents, and allow adequate time for assessment and intervention procedures. These fluencies may assist the practitioner in the experiencing more effective results in the FBA process.

Practitioners first must become familiar with all components of the FBA process. Reading the research on FBA will assist the practitioner in recognizing and understanding the interconnected components of functional behavior assessment. The familiarity with each component may allow for more effective implementation of the process. Scott and Nelson (1999) noted that because of the complexity of the FBA process, adequate acquisition-level training for practitioners requires more exposure than a single in-service or lecture. Coaching, mentoring and team modeling aid in the formation of a strong foundation to understand the components and interrelatedness of the steps of a comprehensive FBA (Scott & Nelson, 1999). Familiarity with interview formats and also with types of observations and interventions will facilitate effective and helpful strategies that may alter or improve student behavior.

Second, practitioners must have experience with interviewing. Practicing the interview may provide more fluent administration of the interview. Using video taped mock interviews before conducting the FBA may further help the practitioner to evaluate and refine their interviewing skills. Refined skills allow the practitioner to remain open and flexible to the demands of each individual interview. Responding appropriately to

respondent comments or questions allows the practitioner to elicit more substantive information.

The family/home component must be fully integrated into the FBA process. The valuable information that can be gathered from the family/home environment has long been overlooked as unchangeable or unnecessary. The family/home component can provide critical and enlightening information that can provide a well-rounded picture of the total environment that surrounds the child and the situations and circumstances that affect all aspects of the child's life. The difficulty lies in effectively ensuring parental involvement in the FBA process.

Karen Gutloff (1997) lists five simple methods to assist educators and practitioners in increasing parental involvement in the education of their children. The first method is to be willing to meet parents on their "turf." Practitioners may become frustrated with non-responsive parents, but are unwilling to meet parents in their own home. This may be the safe environment that could yield the most positive results. A second strategy to increase parental involvement is to make schools parent friendly. Nervous or apprehensive parents will be less willing to attend meetings or respond to teacher/practitioner requests if they feel insecure, inadequate, or unsure. Gutloff (1997) mentions having a parent resource area for parents to meet and greet each other or to work on projects with their children in an informal, non-threatening manner. A third strategy is to bridge the language gap. Materials should be sent home, not only in an appropriate language (Spanish, Bosnian, etc), but also in non-threatening, jargon free language to help set parents at ease. Involving parents in decision making is perhaps the

most critical step specific to the FBA process. Gutloff (1997) notes that when parents are involved in crucial decisions that affect how their children learn, students thrive academically, mentally, and socially. Finally, teachers and practitioners need to help parents help their children. Providing evening workshops and transportation to and from meetings may increase the availability of parents and the likelihood that they may provide more positive contributions to their child's educational experience.

Practitioners also must possess the ability to comfortably interact with students of all ages and ability levels. Students who are typically the focus of a complete FBA have had numerous negative interactions with teachers, administrators and staff. Practitioners with strategies at hand for effective interactions with difficult students may glean far more accurate information than practitioners who simply go through the motions of the functional behavior assessment. Simply asking questions for the sake of asking questions will not provide the same quality of information as the practitioner who seeks to truly understand the behavior of the student.

Strategies for working with difficult students or defiant respondents can assist the practitioner in aspects of the FBA process beyond just the interview. With a well-established rapport, the interview could be conducted in a more effective manner with more substantive information gathered. In the intervention planning stage, the respondent may be more willing to contribute to the planning process and establish an intervention that he or she truly "buys into." Further, by establishing a good working relationship specifically with the challenging student, the child may be more willing to

follow the guidelines outlined in the Behavior Intervention Plan and accept any consequences for deviating from the plan.

Finally, the practitioner needs to allow adequate time for the implementation and evaluation of the intervention. An effective FBA is not a quick solution to problem behavior. Effective interventions allow for adequate time to implement the BIP, evaluate the BIP, and make any adjustments as needed. The current research project was complicated due to the quickly approaching end of the school year. There were several projects that the student was responsible for and increased pressure to complete the projects may have added to the inconsistent and undesirable behaviors. There was inadequate time to adjust the intervention or determine effectiveness.

Implications for Future Research

The current research study represents a pilot project that experienced several difficulties. Some of the difficulties, such as lack of parent input, may represent a more typical practitioner experience this model must be extensively replicated and validated before it can be recommended for implementation by practicing school psychologists. Only through replication of the model in future studies can the determination be made that this format can positively impact problem behavior.

The current study examined problem behavior of a single, teenage student. Further examination of the effectiveness of the model needs to reflect its use with students of various age groups. The administration of the model also needs to reflect effective use with both academic and behavioral problems for students in both general education and regular education settings.

Additional consideration should be given to various formats of the interview component. By altering the format of the interview, the interviewer may experience even broader options and increased flexibility of the interview component.

Summary

The process of conducting a functional behavior assessment can be time consuming, yet with a comprehensive plan to follow, it can help to determine the causes of problem behavior and yield information that can assist in the planning of appropriate interventions. By implementing strategies outlined above for increasing family/home involvement and implementing strategies for working with students, the process may be conducted more smoothly. Further, allowing adequate time to progress through the process as well as intervention implementation and evaluation may yield the practitioner invaluable information that could aid in positive changes in the problem behavior exhibited by students.

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Behavior Influences

Instructional Domain

1. Describe the student's achievement in reading, math, writing, etc.
2. What are the student's academic strengths? Weaknesses?
3. How does the student's performance compare with others in class?
4. Describe what is happening instructionally when the behavior occurs.
5. Describe what the student is expected to be doing at this time.
6. If different from the student, describe what other classmates expected to be doing at this time.
7. Describe how the student works independently.
8. Describe how the student works with classmates.
9. Looking at the scatter plot we completed earlier, is there anything different about instruction at times that the behavior occurs?

Social Domain

1. Describe who and what is near the student's seat.
2. Do either who or what is near the student seem to predict the target behavior?
3. Describe the student's interactions with classmates before the behavior happens.
4. Are classmates involved before the student demonstrates the target behavior?
5. Are classmates involved when the student demonstrates the target behavior?
6. Describe the student's relationships with other students in class.
7. Does the student have friends in class?
8. How does the target behavior affect the student's relationships with classmates?
9. Looking at the scatter plot we completed earlier, is there anything different about the student's social interactions at times that the behavior occurs?

Physical Domain

1. Describe the arrangement of your classroom.
2. Describe where the student sits in the classroom.
3. Describe the area around the student (i.e., overhead projector, windows, bulletin boards).
4. Is the student easily distractible in class? Describe.
5. Looking at the scatter plot we completed earlier, is there anything different about the classroom environment at times that the behavior occurs?

Non-School Domain

1. Describe your contacts with the student's parents/guardians.
2. Describe what you know about the relationship between the student and parent/guardian.

3. Is there anything you believe to be significant happening in the student's life outside of school?
4. Has the student experienced any significant life changes (i.e., death in family, divorce, move)?
5. Is the student currently taking any medications? Name of medication? Reason for taking it?
6. Has the student taken medication in the past? Name of medication? Reason for taking it?

Antecedents & Consequences

1. What would seem to predict a "good" instructional period?
2. What would seem to predict a "poor" instructional period?
3. What would seem to predict "good" social interactions?
4. What would seem to predict "poor" social interactions?
5. What classroom arrangement best supports this student's behavior?
6. What classroom arrangement is most difficult for this student to handle?
7. Are classmates involved after the student demonstrates the target behavior?
8. Describe your response when the behavior occurs.
9. Describe the response of other students who are present when the behavior occurs.
10. Describe the response of adults who are present when the behavior occurs (i.e., aides, parents, etc.).
11. Describe what happens if the student is removed from the classroom because of the behavior.
12. What happens if the student misses instructional time because of the behavior?
13. What happens if other students miss instructional time because of the behavior?
14. Describe the student's interactions with classmates before the behavior happens.

Purpose of Behavior

1. Describe the purpose(s) that this behavior may serve for this student.
2. What could the student "get" from this behavior?
3. What could the student "get out of" with this behavior?

Behavior Usefulness

1. How often does this behavior help the student "get something" or "get out of something"?
2. How long between the times the student demonstrates the behavior and the time that he/she "gets" or "gets out of" something? Immediately? Several minutes? Longer?

Behavior Strengths

1. Does the student have an appropriate behavior that serves the same purpose as the target behavior?
2. How often does the student demonstrate this behavior unprompted?
3. When and where does the student demonstrate this behavior?

Teacher Interview Summary

Instructional Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Social Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Physical Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Non-School Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Operational Definition of Target Behavior:

Appendix A.2

Teacher Interview Form – Middle & Secondary

Student: _____ Date: _____

Teacher: _____ Interviewer: _____

The information I gather from you today will help us develop interventions that are more effective for this student. The interview should take about 30 minutes. Thank you for making time to meet.

Description of Problem Behavior:

Topography:

Frequency:

Duration:

Intensity:

1	2	3	4	5
(low)				(high)

Indicate with a check (✓) the days and times the student typically demonstrates the target behavior.

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

Before School

Period 1:

Period 2:

Period 3:

Period 4:

Period 5:

Period 6:

Period 7:

Lunch

Passing Times

After School

To and From School

Other (specify):

Other (specify):

Behavior Influences

Instructional Domain

1. Describe the student's achievement in reading, math, writing, etc.
2. What are the student's academic strengths? Weaknesses?
3. How does the student's performance compare with others in class?
4. Describe what is happening instructionally when the behavior occurs.
5. Describe what the student is expected to be doing at this time.
6. If different from the student, describe what other classmates expected to be doing at this time.
7. Describe how the student works independently.
8. Describe how the student works with classmates.
9. Looking at the scatter plot we completed earlier, is there anything different about instruction at times that the behavior occurs?

Social Domain

1. Describe who and what is near the student's seat.
2. Do either who or what is near the student seem to predict the target behavior?
3. Describe the student's interactions with classmates before the behavior happens.
4. Are classmates involved before the student demonstrates the target behavior?
5. Are classmates involved when the student demonstrates the target behavior?
6. Describe the student's relationships with other students in class.
7. Does the student have friends in class?
8. How does the target behavior affect the student's relationships with classmates?
9. Looking at the scatter plot we completed earlier, is there anything different about the student's social interactions at times that the behavior occurs?

Physical Domain

1. Describe the arrangement of your classroom.
2. Describe where the student sits in the classroom.
3. Describe the area around the student (i.e., overhead projector, windows, bulletin boards).
4. Is the student easily distractible in class? Describe.
5. Looking at the scatter plot we completed earlier, is there anything different about the classroom environment at times that the behavior occurs?

Non-School Domain

1. Describe your contacts with the student's parents/guardians.
2. Describe what you know about the relationship between the student and parent/guardian.

3. Is there anything you believe to be significant happening in the student's life outside of school?
4. Has the student experienced any significant life changes (i.e., death in family, divorce, move)?
5. Is the student currently taking any medications? Name of medication? Reason for taking it?
6. Has the student taken medication in the past? Name of medication? Reason for taking it?

Antecedents & Consequences

1. What would seem to predict a "good" instructional period?
2. What would seem to predict a "poor" instructional period?
3. What would seem to predict "good" social interactions?
4. What would seem to predict "poor" social interactions?
5. What classroom arrangement best supports this student's behavior?
6. What classroom arrangement is most difficult for this student to handle?
7. Are classmates involved after the student demonstrates the target behavior?
8. Describe your response when the behavior occurs.
9. Describe the response of other students who are present when the behavior occurs.
10. Describe the response of adults who are present when the behavior occurs (i.e., aides, parents, etc.).
11. Describe what happens if the student is removed from the classroom because of the behavior.
12. What happens if the student misses instructional time because of the behavior?
13. What happens if other students miss instructional time because of the behavior?
14. Describe the student's interactions with classmates before the behavior happens.

Purpose of Behavior

1. Describe the purpose(s) that this behavior may serve for this student.
2. What could the student "get" from this behavior?
3. What could the student "get out of" with this behavior?

Behavior Usefulness

1. How often does this behavior help the student "get something" or "get out of something"?
2. How long between the times the student demonstrates the behavior and the time that he/she "gets" or "gets out of" something? Immediately? Several minutes? Longer?

Behavior Strengths

1. Does the student have an appropriate behavior that serves the same purpose as the target behavior?
2. How often does the student demonstrate this behavior unprompted?
3. When and where does the student demonstrate this behavior?

Teacher Interview Summary

Instructional Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Social Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Physical Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Non-School Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Operational Definition of Target Behavior:

Appendix A.3 Parent Interview Form

Student: _____ Date: _____

Parent: _____ Interviewer: _____

I'd like to talk to you about your child's experiences at school and home. The more honest you are with me, the more I will be able to help. Nothing you tell me will get your child in trouble.

Operational Definition of Target Behavior (from teacher interview):

Indicate with a check (✓) when the child typically demonstrates the target behavior at home. Then for each day and time, describe the behavior in more detail.

Monday Tuesday Wednesday Thursday Friday

Before School

Between School & Dinner

Dinner

Between Dinner & Bedtime

Routine

During Bedtime Routine

Other Time (specify):

Other Time (specify):

Day	Time	Description: Where does behavior happen? Who is present? What is happening before, during, and after the behavior?
-----	------	--

Behavior Influences

Instructional Domain.

1. Describe your child's attitude towards school.
2. How does your student talk about school at home?
3. Describe your child's relationship with his/her teacher.
4. Describe your child's relationship with his/her peers.
5. Do you think your child understands what is expected of him/her academically?
6. Do you think your child understands what is expected of him/her behaviorally?
7. What types of activities do you think your child enjoys in school?
8. Describe your contacts with your child's teacher and school.
9. What are your expectations for your child at school?

Social Domain

1. How does your child get along with other children?
2. How does your child get along with adults?
3. Does your child have friends at school?
4. Does your child have friends other than school friends?
5. What does your child like to do after school and on weekends?

Non-School Domain

1. Who is in your family?
2. Who lives in your home?
3. Does the target behavior happen at home? Describe this behavior at home.
4. Have you noticed any changes in your child's behavior at home?
5. Have there been any life changes for your child (i.e., divorce, death, move, etc.)?
6. Is your child currently taking any medications? What is the medication and reason for taking it?
7. Has your child taken medication in the past? What was the medication and reason for taking it?
8. Describe your child's morning getting ready for school.
9. Describe your child's after school & evening time.
10. Describe homework time in your home.

Antecedents & Consequences

1. If you know that the target behavior has happened at school, what is your response at home?
2. What seems to predict a "good" behavior day at your home?
3. What seems to predict a "poor" behavior day at your home?

4. If the target behavior happens at home, how do you respond to it?
5. If the target behavior happens at home, how do other adults respond to it?
6. If the target behavior happens at home, how do siblings respond to it?

Purpose of Behavior

1. Describe the function(s) that this behavior may serve for your child.
2. What could your child “get” from this behavior?
3. What could your child “get out of” with this behavior?

Behavior Usefulness

1. How often does this behavior help your child “get something” or “get out of something”?
2. How long between the times your child demonstrates the behavior and the time that he/she “gets” or “gets out of” something? Immediately? Several minutes? Longer?

Behavior Strengths

1. Does your child do something else that is okay, that gets him/her to the same end as this behavior?
2. How often does your child demonstrate this behavior unprompted?
3. When and where does your child demonstrate this behavior?

Parent Interview Summary

Instructional Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Social Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Non-School Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Appendix A.4 Student Interview Form – Elementary

Student: _____

Date: _____

Teacher: _____

Interviewer: _____

Hi! I'd like to talk to you about school so I can help find ways to make school better for you. The more honest you are with me, the more I can help. Nothing you tell me will get you in trouble.

What do you do that usually gets you in trouble at school? (i.e., talking, fighting, unfinished work)

What about _____ (describe target behavior from teacher interview in not reported above)? Do you ever get in trouble for this?

Why do you think you get in trouble for _____ (target behavior)?

What happens just before you get in trouble for _____ (target behavior)?

What happens after you get in trouble for _____ (target behavior)?

Indicate with a check (✓) when the student reports getting in trouble for _____
(target behavior).

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Morning Session					
Recess					
Morning Session					
Lunch					
Afternoon Session					
Recess					
Afternoon Session					
After School					
Art					
Music					
Gym					
Hallway Times					
To and From School					

Draw me a picture of your classroom. In your picture, include your desk and your classmates' desks. Show me where the door is and where the windows are. Please put an X on your desk.

Give the student blank paper and a pencil. Encourage them to draw a detailed picture of their classroom.

Behavior Influences

Instructional

1. Is any of your schoolwork too hard for you? If so, what is too hard?
2. Is any of your schoolwork too easy for you? If so, what is too easy?
3. Do you get help in class if you ask for it appropriately?
4. Does your teacher notice when you do good work in class?
5. Do you ever feel that you don't have enough time to finish your work at school? When?
6. Do you ever feel that there is too much time to finish work at school? When?
7. Does it help you when your teacher helps you with your work?
8. Does it help you when a classmate helps you with your work?
9. What is your most favorite class? Why?
10. What is your least favorite class? Why?

Physical (Use the student's drawing to have him/her show you, as well as tell you, answers to these questions.)

1. Show me your favorite place to work in your classroom.
2. Why is this your most favorite?
3. Show me your least favorite place to work in your classroom.
4. Why is this your least favorite?
5. Show me the place in the room where you get in trouble the most.
6. Show me the place in the room where you get in trouble the least.
7. Is there anything in your classroom that gets in your way when you're trying to learn?
8. Is there anything in your classroom that gets in your way of getting along with other kids in class?

Social

1. Do you have friends in class? Show me on your picture where they sit.
2. Are there kids in your class who you don't like? Show me where they sit.
3. When you get in trouble, do other kids get in trouble too? Show me where they sit.
4. Are other kids bothered when you _____ in class?
5. Whom in your class do you think your behavior bug?
6. Do other kids bug you in class?

Non-School

1. What happens when you get in trouble at home?

2. Do you get in trouble for _____ at home?
3. What happens when you get in trouble for _____ at home?
4. Do you ever think about things that happen at home or in your neighborhood when you're at school?
5. Is it ever hard to focus on school because of stuff that's happening at home or in your neighborhood?

Antecedents & Consequences

1. What do your friends do when you _____?
2. What does your teacher do when you _____?
3. What do your parents/guardians do when you _____?
4. What happens at school just before you _____?
5. What happens at school just after you _____?
6. What happens at home just before you _____?
7. What happens at home just after you _____?
8. How do you feel after you get in trouble for _____?

Purpose of Behavior

1. What do you want to get when you _____?
2. What do you want to get out of when you _____?

Behavior Usefulness

1. How well is _____ working for you?
2. Are you getting/getting out of what you want?

Behavior Strengths

1. Are there other things you can do besides _____ to get what you want without getting in trouble?
2. Tell me about these other things you can do.
3. What happens when you do these things?
4. Are there other things you can do besides _____ to get out of something without getting in trouble?
5. Tell me about these other things you can do.
6. What happens when you do these things?

Student Interview Summary

Instructional Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Social Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Physical Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Non-School Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Appendix A.5

Student Interview Form – Middle & Secondary

Student: _____ Date: _____

Teacher: _____ Interviewer: _____

I want to talk to you about how school is going for you. I want to help find ways to make school better for you. The more honest you are with me, the more I can help. Nothing you tell me will get you in trouble.

What do you do that usually gets you in trouble at school? (i.e., talking, fighting, unfinished work)

What about _____ (describe target behavior from teacher interview if not identified above)? Do you ever get in trouble for this?

Why do you think you get in trouble for _____ (target behavior)?

What happens just before you get in trouble for _____ (target behavior)?

What happens after you get in trouble for _____ (target behavior)?

Indicate with a check (✓) when the student reports getting in trouble for _____
(target behavior).

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Period 1:					
Period 2:					
Period 3:					
Period 4:					
Period 5:					
Period 6:					
Period 7:					
Lunch					
Passing Times					
After School					
To and From School					
Other (specify):					
Other (specify):					

Behavior Influences

Instructional

1. Is any of your schoolwork too easy for you? If so, what is too easy?
2. Is any of your schoolwork too hard for you? If so, what is too hard?
3. Do you get help in classes if you ask for it appropriately?
4. Do your teachers notice when you do good work in class?
5. Do you ever feel that you don't have enough time to finish your work at school?
When?
6. Do you ever feel that there is too much time to finish work at school? When?
7. Does it help you when a teacher helps you with your work?
8. Does it help you when a classmate helps you with your work?
9. What is your most favorite class? Why?
10. What is your least favorite class? Why?
11. In what class(es) do you get in the most trouble?
12. In what class(es) do you get in the least trouble?
13. What do you think would help you most with your work in school?

Physical

1. Tell me about the place(s) you like to hang out at school. Why do you like this place?
2. Tell me about the place(s) at school you most want to avoid. Why do you want to avoid this?
3. Tell me where you can do your best work at school.
4. Tell me where it is the hardest to do your work at school.
5. Is there a place in school (i.e., hallways) where you're most likely to get in trouble?
6. Is there a place in school where you're least likely to get in trouble?
7. Is there anything in classrooms that gets in your way when you're trying to learn or study?
8. Is there anything in your classrooms that gets in your way when you're trying to behavior appropriately?

Social

7. Do you have friends in school?
8. In which classes do you have friends?
9. Are there kids at school who you don't like?
10. Are any of these kids in your classes?
11. When you get in trouble, do other kids get in trouble too? Tell me what happens.
12. Are other kids bothered when you _____ (target behavior) in class?
13. Whom in your class do you think your behavior bugs?
14. Whom in your class do you want to bug with your behavior?
15. Do other kids bug you in class?

Non-School

6. What happens when you get in trouble at home?
7. Do you get in trouble for _____ at home?
8. What happens when you get in trouble for _____ at home?
9. Do you ever think about things that happen at home or in your neighborhood when you're at school?
10. Is it ever hard to focus on school because of stuff that's happening at home or in your neighborhood?
11. Do you think there is anything going on in your life that could help other people understand why you _____?

Antecedents & Consequences

1. What do your friends do when you _____?
2. What do your teachers do when you _____?
3. What do your parents/guardians do when you _____?

4. What happens at school just before you _____?
5. What happens at school just after you _____?
6. What happens at home just before you _____?
7. What happens at home just after you _____?
8. How do you feel after you get in trouble for _____?

Purpose of Behavior

1. What do you want to get when you _____?
2. What do you want to get out of when you _____?

Behavior Usefulness

1. How well is _____ working for you?
2. Are you getting/getting out of what you want?

Behavior Strengths

1. Are there other things you can do besides _____ to get what you want without getting in trouble?
2. Tell me about these other things you can do.
3. What happens when you do these things?
4. Are there other things you can do besides _____ to get out of something without getting in trouble?
5. Tell me about these other things you can do.
6. What happens when you do these things?

Student Interview Summary

Instructional Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Social Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Physical Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Non-School Domain (influences, antecedents & consequences, purpose, usefulness, strengths)

Appendix B.1

Classroom Observation Form

Student: _____ Date: _____

Teacher: _____ Location of observation: _____

Observer: _____ Start Time: _____ End Time: _____

Operational Definition of Target Behavior (from teacher interview):

Use the space below for the narrative observation. Include all possible information pertaining to the antecedents and consequences of the target behavior, along with possible environmental influences.

[illegible]

In addition to a Continuous Observation Log, the following observation methods should be considered as appropriate: event recording, duration recording, momentary time sampling. Data gathered from any additional observations should be included below.

Observation Summary – Antecedents of Behavior:

Instructional Domain

Identify Antecedent	Describe observational evidence supporting the antecedent

Social Domain

Identify Antecedent	Describe observational evidence supporting the antecedent

Physical Domain

Identify Antecedent	Describe observational evidence supporting the antecedent

Observation Summary – Consequences of Behavior

Identify Consequence	Describe observational evidence supporting the antecedent

Appendix C.1

Intervention Domains

The Instructional Domain

Task Difficulty	Learning Style	Student Interest	Student Choice	Skill Deficits	Student Motivation
Shortening worksheets (Miller, Gunter, Venn, Hummel, & Wiley, 2003)	Academic strategy identification (Jolivette, Wehby, & Hirsch, 1999)	Preferred activities (Dunlap et. al., 1993)	Student menus (Dunlap et al., 1994)	Individualized instruction (Gibb & Wilder, 2002)	Self-monitoring (Sabella, Levendoski & Cartledge, 2000)

The Social Dimension

Student Seating & Grouping	Peer Provocation	Adult Interactions	Student's Social Skills	Student Motivation
Cooperative learning (Umbreit, 1995)	Second Step Violation Prevention Program (Taub, 2002)	Student Problem-Solving Hune & Nelson (2002)	Social skill training (Lane, Wehby, Menzies, Douglas, Munton & Gregg, 2003)	Reinforcement strategies (Higgins, Williams, & McLaughlin, 2001)

The Physical Dimension

Auditory Influences	Visual Influences	Personal Kinesthetic Influences	Tactile Influences
Removal of background noise (O'Reilly, Lacey, & Lancioni, 2000).	Assistive reading software (Hecker, Burns, Elkind, Elkind, & Katz, 2002)	Brain Gym movement program (Templeton & Jensen, 1996)	Lesson Plans Including Tactile Modality (Kurywczak, 1997)

Consequences of Behavior

Gaining Attention From Teacher or Peers	Escaping or Avoiding a Task	Gaining Sensory Stimulation	Gaining Power or Control
Teacher attention to task engagement & ignoring tantrums (Repp & Karsh, 1994)	Pre-teaching strategies (Burke, Hagan-burke & Sugai, 2003)	Hand-mouthing maintained by sensory reinforcers (Shirley, Iwata, & Kahng, 1999)	Non-punitive response to student (Maag, 1997)

Appendix C.2

Functional Assessment – Summary & Hypothesis Form

Definition of Target Behavior:

Review all information gathered from scatterplots, interviews, and observations. Briefly summarize what is known across each of the domains: instructional, social, physical, and non-school.

Instructional:

Social:

Physical:

Non-School:

Target Behavior is Most Likely to Happen When:

Target Behavior is Least Likely to Happen When:

Develop a hypothesis that describes the functional relationship between antecedents and consequences. The hypothesis should include: 1) antecedents (instructional, social, physical, non-school) associated with target behavior, 2) the target behavior, and 3) consequences associated with the target behavior.

Hypothesis:

Appendix C.3
Behavioral Intervention Plan (BIP)

Student Name:

D.O.B.

School:

Grade:

Target Behavior:

**Summary of
Assessment Data**

Working Hypothesis:

Intervention(s)

Progress Monitoring Plan

Target Behavior:

Observation Method:

(e.g., event, time sampling,
anecdotal)

Description of Procedures:

(e.g., when observations will be
conducted, who will collect the
data, where the data will be
collected)

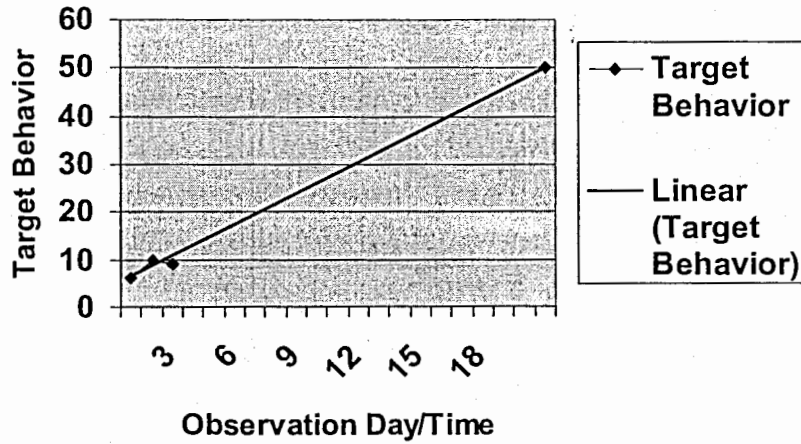
Progress Review Meeting Scheduled:

Graph (see attached page for examples)

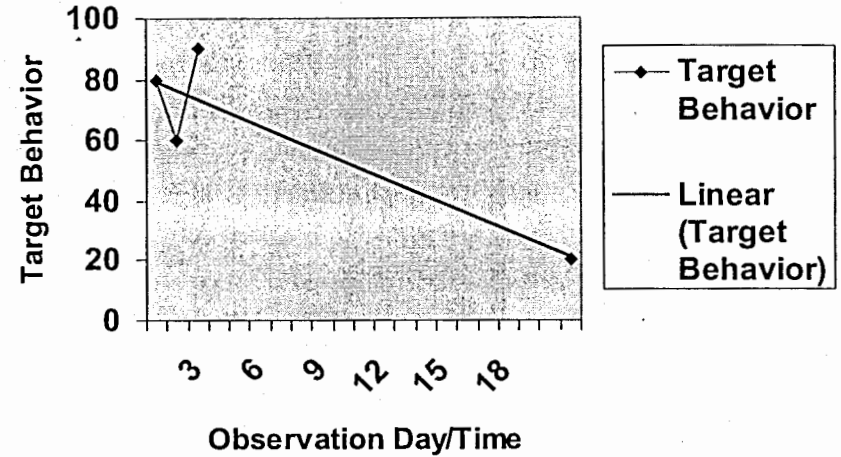
Anecdotal Reports

Sample Graphs

Graph to Increase Target Behavior (Frequency)



Graph to Decrease Target Behavior (%)



Appendix D.1
University of Northern Iowa
Parental Permission for Student Participation

The following information is being presented to help you decide whether you want to allow your student to be a part of a research study. Please read this carefully. If you have questions, ask the person in charge of the study who is listed below.

Title of research study: Qualitative Analysis of Functional Behavioral Assessment

Person in charge of study: Shelley K. Schafer

Where the study will be done: Malcolm Price Laboratory School

General Information about the Research Study: The purpose of this research is to study your student's academic or behavioral needs and design effective classroom strategies. Your student is being asked to participate because he/she has been referred by his/her teacher at Malcolm Price Laboratory School.

Your student will be asked to participate in an interview to help the researcher develop classroom strategies. Your student will be observed in the classroom. We are also seeking permission to review relevant school records of our child. Further, classroom strategies will be developed and implemented to improve academic or behavioral skills. When appropriate, the student may be asked to participate in the design of these strategies. The research will be conducted at Malcolm Price Laboratory School. The research process may require participation for the entire school year. The length of the initial interview will be approximately 15-20 minutes. Further interviews will be conducted as part of ongoing progress-monitoring and intervention evaluation throughout the duration of the study.

By participating in this study, your student's academic or behavioral skills at school may improve. Strategies will be planned and carried out that may help your student at school. Interviews with your student will be conducted in a private counseling room and at a time recommended by the classroom teacher. This way your student will not miss content the teacher sees as vital. Information gathered from your student will be kept confidential except for disclosures required by law, such as mandatory reporting. The researcher conducting the classroom observation will not interact with your student during the observation. Meetings to plan strategies will also be held in private.

All information from record reviews and observations will be recorded with a "made-up" name. The interview with your student and meetings to plan strategies will be audiotaped and transcribed. Only "made-up" names will be used in the transcript. All audiotaped information will be kept in a locked file during the course of the study, and at the conclusion of the research, all audiotapes will be destroyed. You may withdraw your student from the study at any time or decide not to have him or her participate at all by

contacting his/her teacher or Shelley K. Schafer. Your child's participation is voluntary. A decision not to participate will lead to no negative consequences for your student. If you choose to not participate in the research, your child's need will still be addressed by the school psychologist at Malcolm Price Laboratory School. The appropriate evaluations will still be conducted and supports will be provided regardless of your participation in this study.

The results of this study may be published. However, the data obtained from your student will be combined with data from other students in the publication. The published results will not include your student's name or any other information that would personally identify your student in any way. Transcripts from the audiotaped interviews and meetings may be used in a future study that would more closely examine how the teachers, parents, students, and researchers worked together to link the FBA assessment data to their development of a behavioral intervention plan. Only transcripts with pseudonyms will be maintained for possible further future analysis.

Questions: If you have questions about the study or desire information in the future regarding your participation or the study generally, you can contact Shelley K. Schafer or the project investigator's faculty advisor Dr. Kimberly Knesting in the Department of Educational Psychology and Foundations, University of Northern Iowa 319-273-3840. You can also contact the office of the Human Participants Coordinator, University of Northern Iowa, at 319-273-2748, for answers to questions about rights of research participants and the participant review process.

Consent for Student to Take Part in this Research Study

I am fully aware of the nature and extent of my child's participation in this project as stated above and the possible risks arising from it. I hereby agree to allow my child's participation in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

Signature of Parent
of student taking part in study

Printed Name of Parent

Date

Signature of person
obtaining consent

Printed Name of person
obtaining consent

Date

Appendix D.2
University of Northern Iowa
Parental Consent for Participation

The following information is being presented to help you decide whether you want to be a part of a research study. Please read this carefully. If you have questions, ask the person in charge of the study who is listed below.

Title of research study: Qualitative Analysis of Functional Behavioral Assessment

Person in charge of study: Shelley K. Schafer

Where the study will be done: Malcolm Price Laboratory School

General Information about the Research Study: The purpose of this research is to study your student's academic or behavioral skills needs and design effective classroom strategies. You are being asked to participate because your student has been nominated by his/her teacher at Malcolm Price Laboratory School.

You will be asked to participate in an interview to help the researcher develop classroom strategies to improve your student's academic or behavioral skills. When appropriate, you may be asked to participate in the design of these strategies. The research will be conducted at Malcolm Price Laboratory School. The research process may require participation for the entire school year. The length of the interview will be approximately 30-45 minutes.

By participating in this study, your student's academic or behavioral skills at school may improve. Strategies will be planned and carried out that may help your student at school. Interviews will be conducted in a private counseling room. Information gathered from you will be kept confidential except for disclosures required by law, such as mandatory reporting. Meetings to plan strategies will also be held in private.

The interview and meetings to plan strategies will be audiotaped and transcribed. Only "made-up" names will be used in the transcript. All audiotaped information will be kept in a locked file during the course of the study, and at the conclusion of the research, all audiotapes will be destroyed. You may withdraw from the study at any time or decide not to participate at all by contacting your child's teacher or the person in charge of the study. Your participation is voluntary. A decision not to participate will lead to no negative consequences for you or your student.

The results of this study may be published. However, the data obtained from you will be combined with data from other parents in the publication. The published results will not include your name or any other information that would personally identify you in any way. Transcripts from the audiotaped interviews and meetings may be used in a future study that would more closely examine how the teachers, parents, students, and researchers worked together to link the FBA assessment data to their development of a

behavioral intervention plan. Only transcripts with pseudonyms will be maintained for possible further future analysis.

Questions: If you have questions about the study or desire information in the future regarding your participation or the study generally, you can contact Shelley K. Schafer or the project investigator's faculty advisor Dr. Kimberly Knesting in the Department of Educational Psychology and Foundations, University of Northern Iowa 319-273-3840. You can also contact the office of the Human Participants Coordinator, University of Northern Iowa, at 319-273-2748, for answers to questions about rights of research participants and the participant review process.

Agreement:

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

Signature of Parent

Printed Name of Parent

Date

Signature of person
obtaining consent

Printed Name of person
obtaining consent

Date

Appendix D.3
University of Northern Iowa
Teacher Consent for Participation

The following information is being presented to help you decide whether you want to be a part of a research study. Please read this carefully. If you have questions, ask the person in charge of the study who is listed below.

Title of research study: Qualitative Analysis of Functional Behavioral Assessment

Person in charge of study: Shelley K. Schafer

Where the study will be done: Malcolm Price Laboratory School

General Information about the Research Study: The purpose of this research is to study one of your student's academic or behavioral skills deemed to be problematic and design effective classroom strategies. You are being asked to participate because you are the teacher at Malcolm Price Laboratory School who nominated him/her.

You will be asked to participate in an interview to help the researcher develop classroom strategies to improve your student's academic or behavioral skills and you also will be asked to participate in the design of these strategies. The student will also be observed in your classroom. The research will be conducted at Malcolm Price Laboratory School. The research process may require participation for the entire school year. The length of the interview will be approximately 30-45 minutes.

By participating in this study, your student's academic or behavioral skills at school may improve. Strategies will be planned and carried out that may help him/her at school. Interviews will be conducted in a private counseling room. Information gathered from you will be kept confidential except for disclosures required by law, such as mandatory reporting. Meetings to plan strategies will also be held in private.

Information from the classroom observation will be recorded with a pseudonym. The interview and meetings to plan strategies will be audiotaped and transcribed. Only pseudonyms will be used in the transcript. All audiotaped information will be kept in a locked file during the course of the study, and at the conclusion of the research, all audiotapes will be destroyed. You may withdraw from the study at any time or decide not to participate at all by contacting the person in charge of the study. Your participation is voluntary. A decision not to participate will lead to no negative consequences for you or your student.

The results of this study may be published. However, the data obtained from you will be combined with data from other teachers in the publication. The published results will not include your name or any other information that would personally identify you in any way. Transcripts from the audiotaped interviews and meetings may be used in a future study that would more closely examine how the teachers, parents, students, and

researchers worked together to link the FBA assessment data to their development of a behavioral intervention plan. Only transcripts with pseudonyms will be maintained for possible further future analysis.

Questions: If you have questions about the study or desire information in the future regarding your participation or the study generally, you can contact Shelley K. Schafer or the project investigator's faculty advisor Dr. Kimberly Knesting in the Department of Educational Psychology and Foundations, University of Northern Iowa 319-273-3840. You can also contact the office of the Human Participants Coordinator, University of Northern Iowa, at 319-273-2748, for answers to questions about rights of research participants and the participant review process.

Agreement:

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

Signature of Teacher

Printed Name of Teacher

Date

Signature of person
obtaining consent

Printed Name of person
obtaining consent

Date

Appendix D.4
University of Northern Iowa
Student Assent for Participation (Ages 7 and older)

What will happen to me in this study?

This is a study about kids and their experiences at school. We would like to see if you want to be in this study. We want to see if we can help make school better for you. Four things will happen if you are in this study:

1. We will sit down and talk with you about your school day.
2. We will come to your class to see what goes on during the day.
3. We will talk with your parents and your teacher.
4. We will work together with you, your parents, and your teacher to make school better.

Can anything bad happen to me?

Nothing bad will happen to you and being asked to be in this study does not mean you are in trouble. Some of your friends may want to know why you are going to special meetings. You can tell them why, but you do not have to. It is up to you.

Can anything good happen to me?

We may be able to help make the school day better, for you and your teacher.

Who can I talk to about the study?

You can ask questions any time. You can ask now or later. You can talk to me or you can talk to someone else, like Dr. Clopton.

What if I do not want to do this?

You do not have to be in this study. It is your choice. If you do not want to do this, it is okay. If you do want to do this, it is okay. And you can say "yes" now and change your mind later, just tell your teacher or your parent. It's up to you. No one will be mad at you if you do not want to do this and nothing bad will happen to you or your teacher.

Do you understand this information and want to take part?

☐ **NO**

☐ **YES**

Signature of Student

Printed Name of Student

Date

Signature of person
obtaining consent

Printed Name of person
obtaining consent

Date

Appendix D.5

Script for Student Assent for Participation (Ages 6 and younger)

After receiving parent permission, parent consent, and teacher consent, the researcher will meet privately with the student at a time deemed appropriate by the classroom teacher. Following is the script the researcher will follow when talking to students younger than 6-years of age.

Hi! My name is _____ and I am doing a project talking to kids about their experiences at school.

I have already talked with your mom/dad/parents about this project and she/he/they have said it is okay for you to do it. I would like to know if you want to do this. I want to see if I can help make school better for you.

By participating in this project, your school day may be better for you and your teacher.

You can ask me questions any time. You can ask me now or later. You can talk to me or you can talk to someone else, like Dr. Clopton.

You do not have to be in this study. It is your choice. If you do not want to do this, it is okay. If you do want to do this, it is okay. And you can say "yes" now and change your mind later. It is up to you. No one will be mad at you if you do not want to do this and nothing bad will happen to you or your teacher. None of the evaluations that we will be doing, or any of the evaluations done by your classroom teacher will be affected by your decision to participate, or your decision not to participate.

Do you understand what I have explained to you?

Do you have any questions?

Would you like to take part?

Thank you for talking to me

Appendix E.1

Teacher Interview Form – Mrs. Baker

Student: _____ Dean _____ Date: _____ 04-01-05 _____

Teacher: _____ Mrs. Baker _____ Interviewer: _____ S. Schafer _____

The information I gather from you today will help us develop interventions that are more effective for this student. The interview should take about 30 minutes. Thank you for making time to meet.

Description of Problem Behavior: The behaviors are much better now than they were earlier this year. Often the student taps his fingers or pencils, etc. He also blurts out a great deal of time during instruction and talks to his peers.

Topography: the student engages in off-task behaviors that include tapping, blurting, and talking to peers.

Frequency: it happens all the time, it is hard to predict

Duration: sometimes the tapping may go on for minutes, if I ask him to stop, he usually will, but will start again moments later

Intensity:

1	2	✓ 3	✓ 4	5
(low)				(high)

Indicate with a check (✓) the days and times the student typically demonstrates the target behavior.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Period 1: (science)					
Period 2:					
Period 3:					
Period 4:	X	X	X	X	X
Period 5:					
Period 6:(social studies)					
Period 7:					
Period 8:	X	X	X	X	X
Lunch					
Passing Times					
After School					
To and From School					

Behavior Influences

Instructional Domain

1. Describe the student's achievement in reading, math, writing, etc.
2. What are the student's academic strengths? Weaknesses? Dean does not struggle too much at all; he catches on quickly; needs little assistance; good with writing and speech.
3. How does the student's performance compare with others in class? He has typical general education abilities; he has a low frustration tolerance if he's looking "stupid."
4. Describe what is happening instructionally when the behavior occurs. Typically independent work; used to happen all the time; better staying focused; used to happen more often.
5. Describe what the student is expected to be doing at this time. Independent seat work
6. If different from the student, describe what other classmates expected to be doing at this time. Most students are able to stay on task and complete work independently.
7. Describe how the student works independently. It depends; has difficulty with independent work; one-on-one, he is a dream student.
8. Describe how the student works with classmates. Group work, tends to let others do the work for him, does not contribute much to project.
9. Looking at the scatter plot we completed earlier, is there anything different about instruction at times that the behavior occurs? Typically, the class begins with others coming in and getting out their binders; all set goals for class period work completion except for Dean. He will come in and say what he wants to work on – will not "Set goals."

Social Domain

1. Describe who and what is near the student's seat. Kendall typically gets him going – before, it was anyone; sometimes he will yell across the room to Kendall.
2. Do either who or what is near the student seem to predict the target behavior? If he is seated near Kendall, that may cause more blurting and peer-talk.
3. Describe the student's interactions with classmates before the behavior happens. Varies; some independent work, or group work, or whole-class instruction
4. Are classmates involved before the student demonstrates the target behavior? Again, varies; sometimes Dean "eggs" the others on if they go off-task.
5. Are classmates involved when the student demonstrates the target behavior? Varies, if he "eggs" them on then yes, sometimes no.
6. Describe the student's relationships with other students in class. He gets along with others; has wonderful social skills and interacts well – when he wants to.
7. Does the student have friends in class? Yes-gets along with most others-has a few close friends.
8. How does the target behavior affect the student's relationships with classmates? If he pulls them off track, they get corrected, but he may argue with the 'correction.'

9. Looking at the scatter plot we completed earlier, is there anything different about the student's social interactions at times that the behavior occurs? Not that I am aware of

Physical Domain

1. Describe the arrangement of your classroom. Varies – large work table; smaller individual areas for work; another room for 'solitary' work.
2. Describe where the student sits in the classroom. Position has varied-has been in all spots.
3. Describe the area around the student (i.e., overhead projector, windows, bulletin boards). Work table has writing utensils, binders, work materials and other student materials. Students sit around table and can face each other. White board on one wall, other walls have student materials posted as well as posters and maps, etc.
4. Is the student easily distractible in class? Describe. Varies. Some days yes, other days no
5. Looking at the scatter plot we completed earlier, is there anything different about the classroom environment at times that the behavior occurs? Physical environment/seating is not a factor that contributes significantly to the behavior.

Non-School Domain

1. Describe your contacts with the student's parents/guardians. During the first semester, Mom got a phone call every day about Dean's behavior. Mom was supportive but there was no impact. Had a meeting about possible retention or meds; behavior seemed to change significantly after this meeting.
2. Describe what you know about the relationship between the student and parent/guardian. They get along very well; they are a lot alike
3. Is there anything you believe to be significant happening in the student's life outside of school? Dad may be in jail right now-was a trial last year; seemed to have some affect on him.
4. Has the student experienced any significant life changes (i.e., death in family, divorce, move)? Trial for dad-may be in jail now.
5. Is the student currently taking any medications? Name of medication? Reason for taking it? NO! Mom very resistant to meds. Does not want him on them. Watchminder did make some impact, but it no longer works.
6. Has the student taken medication in the past? Name of medication? Reason for taking it? No meds in the past that teacher is aware of; mom very resistant to medication; labels stick

Antecedents & Consequences

1. What would seem to predict a "good" instructional period? Dean will sit down; he asks for help when he needs it; it is the rule now, not the exception.
2. What would seem to predict a "poor" instructional period? He comes in late; he does not have his assignments ready/with him/missing materials that he needs to have for work.

3. **What would seem to predict “good” social interactions?** Sits down, asks for help, has his materials ready and ready to go.
4. **What would seem to predict “poor” social interactions?** Some students seem to get more frustrated with his behavior; girls get more frustrated than the boys; girls seem to want to get more done during class.
5. **What classroom arrangement best supports this student’s behavior?** Varies from day to day
6. **What classroom arrangement is most difficult for this student to handle?** Varies from day to day
7. **Are classmates involved after the student demonstrates the target behavior?** Other students could get right back to work; Dean cannot get right back to work.
8. **Describe your response when the behavior occurs.** Immediate prompts back to work; proximity to student decreases; may separate student to a different room; depends on the behavior.
9. **Describe the response of other students who are present when the behavior occurs.** Varies on behavior
10. **Describe the response of adults who are present when the behavior occurs (i.e., aides, parents, etc.).** N/A
11. **Describe what happens if the student is removed from the classroom because of the behavior.** Sometimes, Dean will work on his assignments in the other room, but most often, will not if he is put there- he can choose to go there, then may get some work done.
12. **What happens if the student misses instructional time because of the behavior?** Instructional time continues when he returns/ gets back on task
13. **What happens if other students miss instructional time because of the behavior?** Instructional time continues when he returns/ gets back on task
14. **Describe the student’s interactions with classmates before the behavior happens.** Varies; some typical interaction, other times, Dean is egging them on with his behavior

Purpose of Behavior

1. **Describe the purpose(s) that this behavior may serve for this student.** To avoid work; to get out of work he does not want to do? But really unsure.
2. **What could the student “get” from this behavior?** Avoids doing the work.
3. **What could the student “get out of” with this behavior?** Not sure.

Behavior Usefulness

1. **How often does this behavior help the student “get something” or “get out of something”?** All the time; consistent behaviors occur in class all the time.
2. **How long between the times the student demonstrates the behavior and the time that he/she “gets” or “gets out of” something?** Immediately? Several minutes? Longer? Very quickly; behaviors allow him to not work on his assignments.

Behavior Strengths

1. **Does the student have an appropriate behavior that serves the same purpose as the target behavior?** *Is a good story teller and has great communication skills-when instructionally appropriate! Easily can talk with peers.
2. **How often does the student demonstrate this behavior unprompted?** *Varies
3. **When and where does the student demonstrate this behavior?** *Varies

*these questions were difficult for the teacher to answer

Other Information: Teacher feels student needs a good relationship with teachers/adults. He wants people to like him; but he has a short fuse; is very culturally competent but feels that others are not; very frustrating for him. Literature and Social Studies teachers experience difficulties too.

Appendix E.2
Teacher Interview Form – Mr. Milton

Student: Dean Date: 04/15/05

Teacher: Mr. Milton Interviewer: S. Schafer

The information I gather from you today will help us develop interventions that are more effective for this student. The interview should take about 30 minutes. Thank you for making time to meet.

Description of Problem Behavior:

There is a huge blurting problem, no following hand raising rules; no regard for others, refuses to follow rules of conversation; lack of attention, not interested in school; lots of tapping, he does not do his work, laziness and gets lots of help in resource program; he is very outspoken and blurting is just in his nature; reminders and prompts do not seem to help; not as defiant this year, but not as much as previous years.

Topography: Lots of blurting out and tapping fingers, toes, pencil, and talking to peers.

Frequency: At least 10+ times per class period; but incidents are rarely related.

Duration: Varies; very inconsistent in frequency, but consistent in occurrence; happens all the time.

Intensity:

1	2	3	✓4	✓5
(low)				(high)

Indicate with a check (✓) the days and times the student typically demonstrates the target behavior.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Period 1:					
Period 2:					
Period 3:					
Period 4:					
Period 5:					
Period 6:	X	X	X	X	X
Period 7:					
Lunch					
Passing Times	X	X	X	X	X
After School					
To and From School					

Other (specify):

Other (specify):

Behavior Influences

Instructional Domain

1. **Describe the student's achievement in reading, math, writing, etc.** Dean is not doing well; about 45-50% of the time he is not turning in materials; can get it done but relies too much on resource program.
2. **What are the student's academic strengths? Weaknesses?** Strengths include black history and music; social issues; not doing well with reading or writing.
3. **How does the student's performance compare with others in class?** The effort is not there; could be typical of his peers but may be falling behind.
4. **Describe what is happening instructionally when the behavior occurs.** Varies; instructional requirements vary.
5. **Describe what the student is expected to be doing at this time.** If on computer, expected to be looking up appropriate materials; will not-looks up something he wants to see
6. **If different from the student, describe what other classmates expected to be doing at this time.** Typical students are on task; looking up what they are supposed to on the internet.
7. **Describe how the student works independently.** Not at all
8. **Describe how the student works with classmates.** Does not work well with peers; his friend was in his group; nothing got done.
9. **Looking at the scatter plot we completed earlier, is there anything different about instruction at times that the behavior occurs?** Varies with instructional demands.

Social Domain

1. **Describe who and what is near the student's seat.** In two years, Dean has occupied every seat in the room; he has exhibited the same behavior in each and every room
2. **Do either who or what is near the student seem to predict the target behavior?** There is no pattern; behaviors have been seen in every seat in the room.
3. **Describe the student's interactions with classmates before the behavior happens.** Varies; no pattern.
4. **Are classmates involved before the student demonstrates the target behavior?** Sometimes yes, sometimes no; again, no pattern.
5. **Are classmates involved when the student demonstrates the target behavior?** Varies; sometimes yes, sometimes no.
6. **Describe the student's relationships with other students in class.** Seems to get along with most students; can drag down the rest of the class dynamic.
7. **Does the student have friends in class?** Yes.

8. **How does the target behavior affect the student's relationships with classmates?** There is no real effect; some kids don't like to work with him in groups, but he has a good relationship.
9. **Looking at the scatter plot we completed earlier, is there anything different about the student's social interactions at times that the behavior occurs?** There is no pattern that happens consistently.

Physical Domain

1. **Describe the arrangement of your classroom.** All desks are arranged in rows; one table in the back of the room, chalkboard at the front of the room.
2. **Describe where the student sits in the classroom.** Currently in the front right desk by the door. There is no difference in behavior where Dean sits.
3. **Describe the area around the student (i.e., overhead projector, windows, bulletin boards).** There are students directly around him; there is a hallway door directly to his right.
4. **Is the student easily distractible in class? Describe.** Yes he is distractible; he is concerned with various things that go on around him and things that occur in the hall.
5. **Looking at the scatter plot we completed earlier, is there anything different about the classroom environment at times that the behavior occurs?** No it varies.

Non-School Domain

1. **Describe your contacts with the student's parents/guardians.** There is very little contact with mom; only behavior concerns merit phone calls home; typically mom reprimands him and sets him straight.
2. **Describe what you know about the relationship between the student and parent/guardian.** Seems to have a good relationship with parent; behavior sometimes changes for a few days after mom's intervention; disciplinarian
3. **Is there anything you believe to be significant happening in the student's life outside of school?** Dad is in and out of prison; nothing else that I know of.
4. **Has the student experienced any significant life changes (i.e., death in family, divorce, move)?** Dean grew up in Detroit; has expressed interest in going back there; not sure how legitimate that is; Mom was dating last year, may have had some influence?
5. **Is the student currently taking any medications? Name of medication? Reason for taking it?** No medications that I know of.
6. **Has the student taken medication in the past? Name of medication? Reason for taking it?** Not that I know of.

Antecedents & Consequences

1. **What would seem to predict a "good" instructional period?** If the instructional topic was of interest to the student.
2. **What would seem to predict a "poor" instructional period?** If the instructional topic is nothing he is interested in.

3. What would seem to predict "good" social interactions? Varies; if the topic in class is something he is interested in.
4. What would seem to predict "poor" social interactions? Varies; if the topic in class is something he is not interested in.
5. What classroom arrangement best supports this student's behavior? There is no one arrangement that works. His behavior has occurred in every spot in the class.
6. What classroom arrangement is most difficult for this student to handle? All spots seem to be problematic.
7. Are classmates involved after the student demonstrates the target behavior? He tends to be a barometer for the class; peers tend to follow suit with his behavior.
8. Describe your response when the behavior occurs. Immediate correction and redirection.
9. Describe the response of other students who are present when the behavior occurs. Some students get annoyed, some ignore, many tune him out.
10. Describe the response of adults who are present when the behavior occurs (i.e., aides, parents, etc.). N/A
11. Describe what happens if the student is removed from the classroom because of the behavior. He tends to get help; for example from the resource room.
12. What happens if the student misses instructional time because of the behavior? He would have to walk to the office. This is not an option; he wouldn't go.
13. What happens if other students miss instructional time because of the behavior? Instruction tends to go on regardless of Dean's behavior.
14. Describe the student's interactions with classmates before the behavior happens? Varies; no patterns are clear.

**Purpose of Behavior*

1. Describe the purpose(s) that this behavior may serve for this student. Blurting out? Keeps him off-task but not sure why.
2. What could the student "get" from this behavior? To get help from resource room?
3. What could the student "get out of" with this behavior? Assignment completion?

**Behavior Usefulness*

1. How often does this behavior help the student "get something" or "get out of something"? He is able to avoid getting assignments done? He is lazy constantly and consistently
2. How long between the times the student demonstrates the behavior and the time that he/she "gets" or "gets out of" something? Immediately? Several minutes? Longer? In general, he can focus for about 5 minutes; he doesn't care if he passes; sports eligibility is not a concern;

**Behavior Strengths*

1. **Does the student have an appropriate behavior that serves the same purpose as the target behavior?** Very rarely is he engaged in class;
2. **How often does the student demonstrate this behavior unprompted?** Not sure how to answer this question.
3. **When and where does the student demonstrate this behavior? ??**
**these questions were very difficult for the teacher to answer!*

Additional Information:

There have been no significant behavior changes in the last two years; he is active in extracurricular activities-but eligibility is not a concern; he can be a good kid most of the time; three years ago, he may have been a typical child, now he is concerned that he will be under-prepared for high school.

Appendix E.3

Student Interview Form – Dean

Student: _____ Dean _____ Date: _____ 04-29-05 _____

Teacher(s): _____ Mrs. Baker and Mr. Milton _____ Interviewer: _____ S. Schafer _____

I want to talk to you about how school is going for you. I want to help find ways to make school better for you. The more honest you are with me, the more I can help. Nothing you tell me will get you in trouble.

What do you do that usually gets you in trouble at school? (i.e., talking, fighting, unfinished work) In the lunch room, the teachers mess with you then you have to go to the office: One day made a 'pool' of salad dressing on my plate for the lettuce about a month ago.

What about "Blurting out and tapping your pencil/fingers/toes?" Do you ever get in trouble for this? Get in trouble for tapping a lot. Mainly happens in Milton's class. Sometimes in French class too.

Why do you think you get in trouble for "Blurting out and tapping your pencil/fingers/toes?"
Milton gets irritated fast. He tells me to stop all the time because boys get annoying.

What happens just before you get in trouble for "Blurting out and tapping your pencil/fingers/toes?"
I do not notice half of the time. I just start, and then I get told to stop so I do.

What happens after you get in trouble for "Blurting out and tapping your pencil/fingers/toes?"
I get told to stop, so I do. I don't even think anything about it.

Indicate with a check (✓) when the student reports getting in trouble for Blurting out and tapping you pencil/fingers/toes.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Period 1(Science)	X	X	X	X	X
Period 2:					
Period 3:					
Period 4:					
Period 5:					
Period 6(Social Studies)	X	X	X	X	X
Period 7:					
Lunch					
Passing Times					
After School					
To and From School					
Other (specify):					
Other (specify):					

Behavior Influences

Instructional

1. Is any of your schoolwork too easy for you? If so, what is too easy? Not very hard.
2. Is any of your schoolwork too hard for you? If so, what is too hard? Not hard, just that homework takes a long time.
3. Do you get help in classes if you ask for it appropriately? Usually understand what is going on; don't really need help
4. Do your teachers notice when you do good work in class? Don't know, don't really care
5. Do you ever feel that you don't have enough time to finish your work at school? When? It doesn't matter; as long as I get it done. Only thing is CO2 car needs to get done in Ind. Tech.
6. Do you ever feel that there is too much time to finish work at school? When? no
7. Does it help you when a teacher helps you with your work? Yes-when I don't understand what is going on in class

8. Does it help you when a classmate helps you with your work? No one in class helps with my work
9. What is your most favorite class? Why? Math and science –they are easy for me to understand; I like doing it
10. What is your least favorite class? Why? Don't have a least favorite (elusive about response to this question!)
11. In what class(es) do you get in the most trouble? Don't get in trouble during class
12. In what class(es) do you get in the least trouble? Don't get into trouble during class
13. What do you think would help you most with your work in school? Nothing.

Physical

1. Tell me about the place(s) you like to hang out at school. Why do you like this place? Wherever; it does not matter.
2. Tell me about the place(s) at school you most want to avoid. Why do you want to avoid this? There is not one place I avoid.
3. Tell me where you can do your best work at school. As long as it is quiet-noises distract me.
4. Tell me where it is the hardest to do your work at school. Anywhere it is too loud.
5. Is there a place in school (i.e., hallways) where you're most likely to get in trouble? no
6. Is there a place in school where you're least likely to get in trouble? no
7. Is there anything in classrooms that gets in your way when you're trying to learn or study? noise
8. Is there anything in your classrooms that gets in your way when you're trying to behavior appropriately? When it is really quiet it is helpful.

Social

1. Do you have friends in school? yes
2. In which classes do you have friends? All the classes
3. Are there kids at school who you don't like? yes
4. Are any of these kids in your classes? nope
5. When you get in trouble, do other kids get in trouble too? Tell me what happens. No they don't get into trouble.
6. Are other kids bothered when you Blurt out and tapping you pencil/fingers/toes?" in class? nope
7. Whom in your class do you think your behavior bugs? Not really anybody
8. Whom in your class do you want to bug with your behavior? Not really anyone
9. Do other kids bug you in class? nope

Non-School

1. **What happens when you get in trouble at home?** mom takes away phone and TV
2. **Do you get in trouble for Blurting out and tapping your pencil/fingers/toes?"** at home? Sometimes for tapping.
3. **What happens when you get in trouble for Blurting out and tapping your pencil/fingers/toes?"** at home? mom takes away phone and TV; got 'set up' last year and got suspended from school and mom was mad.
4. **Do you ever think about things that happen at home or in your neighborhood when you're at school?** nope
5. **Is it ever hard to focus on school because of stuff that's happening at home or in your neighborhood?** nope
6. **Do you think there is anything going on in your life that could help other people understand why you mom takes away phone and TV?** nope

Antecedents & Consequences

1. **What do your friends do when you Blurting out and tapping your pencil/fingers/toes?** Nothing- it is not that loud.
2. **What do your teachers do when you Blurting out and tapping your pencil/fingers/toes?** Tell me to stop if they notice.
3. **What do your parents/guardians do when you Blurting out and tapping your pencil/fingers/toes?** Tell me to stop
4. **What happens at school just before you Blurting out and tapping your pencil/fingers/toes?** Nothing
5. **What happens at school just after you Blurting out and tapping your pencil/fingers/toes?** I stop.
6. **What happens at home just before you Blurting out and tapping your pencil/fingers/toes?** Nothing
7. **What happens at home just after you Blurting out and tapping your pencil/fingers/toes?** I get told to stop
8. **How do you feel after you get in trouble for Blurting out and tapping your pencil/fingers/toes?** Doesn't really bother me.

Purpose of Behavior

1. **What do you want to get when you Blurting out and tapping your pencil/fingers/toes?** Nothing- it is automatic
2. **What do you want to get out of when you Blurting out and tapping your pencil/fingers/toes?** Nothing- it is automatic got out of band and at church

Behavior Usefulness

1. **How well is Blurting out and tapping your pencil/fingers/toes working for you?** Don't know how to answer that
2. **Are you getting/getting out of what you want?** Don't know

Behavior Strengths

1. Are there other things you can do besides Blurting out and tapping your pencil/fingers/toes to get what you want without getting in trouble? no
2. Tell me about these other things you can do. N/A
1. What happens when you do these things? N/A
2. Are there other things you can do besides Blurting out and tapping your pencil/fingers/toes to get out of something without getting in trouble? Not for sure.
3. Tell me about these other things you can do. Don't know
4. What happens when you do these things? N/A

Appendix F.1

Narrative Observation Form

Student: Dean

Date: 4/20/05

Teacher: Baker

Location of observation: resource room

Observer: Schafer

Start Time: 10:26am End Time: 11:10

Operational Definition of Target Behavior (from teacher interview): *This student uses several off-task behaviors to escape work completion. Behaviors included but were not limited to blurting, tapping, story-telling, wandering the classroom or hallways, and talking to peers. In avoiding work completion, the student was able to participate in more enjoyable activities such as talking with friends or participating in non-academic activities.*

Use the space below for the narrative observation. Include all possible information pertaining to the antecedents and consequences of the target behavior, along with possible environmental influences.

The classroom is arranged in a casual arrangement. The main area is a large table, small table, and couch area. Two students were here on time one student was working independently and another needed prompting. Target student was not in the class when it started at 10:26.

Teacher is talking to one student about a peer – peer may need help with electronic planner. All students are visible from current position. An additional student came to class nearly 5 minutes late. There was a check in opportunity for the student task for the class period. Casual and friendly interaction with the students seems to be the norm. Target student came to class nearly 8 minutes late from PE, No obvious consequences noted.

Target student is playing with objects on the table pencils/pens/scissors. Participating with teacher- review for math assignment- two students are participating- they get chocolate for participation. Review distributive properties for math. MANY interruptions from other students during the review period. After the review period, the students need to complete the work. Many further interruptions and disruptions.

The female student moved from table to the couch. There is one student at the table working on his assignment and ignoring the activity in the room. Target student has left his seat while working on the math problems. Not working on problems. Got the reward -chocolate and not participating well.

Blurt- "26 days until school is out!" off task – conversation began – tapping on the table and not engaging in the task at hand. Other student in 'review game' is asking appropriate questions and working well. Target student is not working well; still not focusing on task at hand.

Female student is still on the couch reading a magazine. Teacher is continuing with lesson and target student is tapping pencils/pens. Consistent tapping and becoming more elaborate and complex rhythm. Very musical! Target student says he pays

attention in math class but does not get what is going on. Other student claims he 'don't get nothing.' Continuous tapping with pencil- no obvious correction/redirect.

Student ins leaning back in chair, and balancing on 2 legs. No regard for invasion of other's space. Leans across the work of a peer to speak to another. No obvious correcting from the teacher. An additional female student came in VERY late – no correction/questioning was noted.

Review of math concepts took nearly 15 minutes due to disruptions. Target student is missing a worksheet – he claims that he did not take it or lose it.

Another male student needs to see his teachers – was waiting for teacher permission which he got several minutes ago. Late female student is eating lunch at the worktable, but has no work with her.

Target student is using scissors to cut her lunch bag; off task again!. Has begun tapping again, the students have noticed researcher presence in the classroom. Researcher is the target of conversation. Target student knows he is being observed "she's here to watch me; it's creepy."

10:50am

One-on-one instruction with the teacher; she is helping him directly with his homework. Target is getting direct instruction, girl on couch reading, and another male is working independently. Late girl is still eating!

Target Student blurt "I don't have the luxury of not doing work-I have to do it anyway!" No apparent reason for comment. Target student is arguing with teacher, "I wasn't late to class today." (she threatens to keep him late from lunch). Teacher continues with direct instruction.

10:57

Direct instruction continues on math problems. Teacher is walking target student through the math problems and assignment and illustrations- 'this may not be working because . .

Female student at table – no work – left the room- no obvious consequence. Teacher re-direct for the target student. Seems to understand some direction but does not utilize the strategies presented. Further direct instruction AWESOME help – student finally 'gets it.'

Target student is asking questions about why I am in the room and she is trying to redirect focus back to their work. They are all off task and ready to get lunch. They all leave to get lunch then come back to the room.

Target student was originally told that he would need to stay for being late to class- he left anyway. Teacher proceeds to correct papers; two male students are not back from lunch – how soon is 'be right back?'

Appendix F.2

Observation Form

First Time Sampling

Target Observation: The percentage of time student demonstrates appropriate, on-task behavior. Behaviors including toe/finger/pencil tapping, blurting out, and/or speaking to peers during the observation time demonstrate off-task behavior.

Date: 4/28/05

Date: 4/28/05

Time: 8:00-8:10AM

Time: 8:15-8:25AM

STUDENT	PEER	STUDENT	PEER
+	+		+
	+	+	+
	+	+	+
+		+	+
+			
	+	+	
		+	+
		+	+
		+	+
+	+	+	+
			+
			+
			+
+	+	+	
+	+	+	+
+	+	+	+
+		+	+
	+	+	+
	+	+	+
8/20; 40% on-task	10/20; 50% on-task	14/20; 70% on-task	16/20; 80% on-task

15 second intervals from target student to comparison peer for a total of 10-minute observation period.

Appendix F.3 Observation Form Second Time Sampling

Target Observation: The percentage of time student demonstrates appropriate, on-task behavior. Behaviors including toe/finger/pencil tapping, blurting out, and/or speaking to peers during the observation time demonstrate off-task behavior.

Date: 4/28/05

Date: 4/28/05

Time: 10:25-10:35AM

Time: 10:40-10:50AM

STUDENT	PEER	STUDENT	PEER
+	+		+
	+	+	+
	+	+	+
+		+	+
+	+		+
+	+		+
	+		+
	+	+	+
		+	+
+	+	+	+
	+		+
			+
	+		+
+	+	+	
+	+	+	+
+	+	+	+
+	+	+	+
	+		+
	+		+
9/20; 45% on-task	16/20; 80% on-task	10/20; 50% on-task	18/20; 90% on-task

15 second intervals from target student to comparison peer for a total of 10-minute observation period.

Appendix F.4
Observation Form
Third Time Sampling

Target Observation: The percentage of time student demonstrates appropriate, on-task behavior. Behaviors including toe/finger/pencil tapping, blurting out, and/or speaking to peers during the observation time demonstrate off-task behavior.

Date: 4/29/05

Date: 4/29/05

Time: 12:50-1:00PM

Time: 1:05-1:10PM

STUDENT	PEER	STUDENT	PEER
+	+		+
	+	+	+
	+	+	+
+		+	+
+	+		+
	+		+
	+		+
	+	+	+
		+	+
+	+	+	+
	+		+
			+
	+		+
+	+	+	
+	+	+	+
	+		+
+	+	+	+
	+		+
	+		+
7/20; 35% on-task	16/20; 80% on-task	19/20; 45% on-task	18/20; 90% on-task

15 second intervals from target student to comparison peer for a total of 10-minute observation period.

Appendix G.1

Functional Assessment – Summary & Hypothesis Form

Definition of Target Behavior: Persistent and continuous off-task behavior including but not limited to inappropriate blurting, tapping, and speaking to peers during instructional time and individual work time. Such behavior is interfering with the class instruction, learning of the student, as well as assignment completion.

Review all information gathered from scatterplots, interviews, and observations. Briefly summarize what is known across each of the domains: instructional, social, physical, and non-school.

Instructional: There seems to be no indication of good instructional periods, or when the student will actively participate. The student is engaged in blurting out, tapping and speaking to peers during both instructional time and individual work time. Changes in behavior occur when the student is receiving one-on-one attention; at this time attention to task is maintained. When one-on-one time with teacher ends, the student tends to return to described off-task behaviors. This was demonstrated in the first hour classroom observation, as well as in 4th hour and 6th hour. According to general education teacher, assignments consistently are not completed in the classroom; heavy reliance on resource room (?) for the completion of work-for fewer points, but is guaranteed no less than 25% deduction. Off task behaviors allow student to escape/avoid seat work and direct instruction. As a result, work is completed with help from resource teacher. Both instructors feel the student is very bright and capable of the work. Regular education teacher feels that he will suffer from deficits as his work the last several years has been inadequate; he may not be prepared for high school.

Social: The student seems to have a good relationship with most of his peers. He has a few close friends; seems to want good relationships with some of his teachers. The need for social acceptance was demonstrated during the student interview; the student tended to respond with positive responses, indicating that there were no problems with behavior or with academics. The student did indicate the general education teacher corrected him more often than the resource teacher. Enjoys using his 'DJ voice' and story-telling; this can sometimes spiral into off-task behavior. The student has been able to sway the class into off-task behavior. The student does participate in extra-curricular activities, however, the regular education teacher does not feel that eligibility is enough incentive for homework completion.

Physical: One classroom is typical; chalkboard/windows/desks in rows. Other classroom is tables and comfy chairs. In typical class, in the last two years, student has been placed in every chair at least one time to determine "best" location. Behavior has not changed. May be more 'quiet' in front-right seat, but still has tendency to blurt across room to favorite peers. The peer group does not seem to influence on/off task behavior.

Non-School: Has indicated to the general education teacher he would like to move back to Detroit. His father is in jail, and fall trial seemed to affect him some. Teachers report he has a good relationship with his mother; they are very similar in some respects. At an initial meeting, resource teacher indicated mom thinks student is lazy, not incapable of completing the work.

Target Behavior is Most Likely to Happen When:

When the student is expected to be a 'typical, active participant' in his education. This includes expectations of taking notes, listening to instructor lectures, individual seat work, group work, etc.

Target Behavior is Least Likely to Happen When:

The topic of class is something that is of interest to the target student such as African American history and music and/or when the student is engaged in one-on-one instruction.

Develop a hypothesis that describes the functional relationship between antecedents and consequences. The hypothesis should include: 1) antecedents (instructional, social, physical, non-school) associated with target behavior, 2) the target behavior, and 3) consequences associated with the target behavior.

Hypothesis: The student is asked to actively engage (be on-task) in his education, and the student persistently chooses to disengage (be off-task) from his education. In doing this behavior, he escapes having to actively participate in his education/instructional demands. He instead engages in activities more attractive to him (talking to friends, blurting, and tapping). As consequence, he is allowed to complete assignments in a resource room and still receive partial credit for late or incomplete work.

Appendix G.2

Behavioral Intervention Plan (BIP)

Student Name: “Dean”

School: Sunnydale High School

Grade: 8

Target Behavior: Persistent and continuous off-task behavior including, but not limited to inappropriate blurting, tapping of fingers and feet, and speaking to peers during instructional time and individual work time. This behavior is interfering with the class instruction, the learning of the student, and assignment completion.

Summary of Assessment Data

Instructional Domain:

As indicated from the resource teacher as well as the general education teacher, there is little indication of what predicts a consistent, good instructional period, or when the student will actively participate. One indication was subject matter, however, the curriculum requires the examination of an extensive amount of subject matter beyond what the student is typically interested in. Changes in behavior typically occur when the student is involved in one-on-one instruction. At this time, the student typically engages in academic demands appropriately. This was demonstrated during classroom observations during the 4th and 6th hour class periods. The off-task behaviors typically allow the student to escape the instructional demands of the classroom, and instead complete work in the resource room where smaller group and one-on-one instruction is more readily available. Both instructors feel that the student is capable of completing the work.

Social Domain:

This student seems to have a good relationship with most of his peers. He has a few close friends and seems to have an amicable relationship with most of his teachers. This was confirmed during the classroom observations; the student was readily able to communicate with a variety of his peers, and there was no negative interaction that was observed. During the student interview, it seemed that the student sought approval by providing responses that were socially acceptable.

Physical Domain:

In the general education classroom, there is a typical arrangement of desks in rows, chalkboard, a bank

of windows, etc. In this environment, it was reported the student has occupied each seat in the last two years, and physical location seemed to make little difference in behavior. In the resource room, the physical arrangement is more casual, with instruction occurring around a single large table, for smaller group instruction and more one-on-one time with the instructor. Location in the room does not seem to impact behavior.

Non-School Domain:

It was reported that the student has a favorable relationship with his mother. His father is currently in a correctional facility. There has been little communication with the student's mother during this project. Attempts have been made to make contact but they have been met with little response.

Target Behavior is MOST likely to happen:

The off-task behavior is most likely to happen when the student is expected to be a "typical, active participant" in his education. This includes expectations of taking notes, listening to instructor lectures, individual seat work, group work, etc.

Target behavior is LEAST likely to happen

The topic of the instruction is of specific interest to the student or when he is engaged in one-on-one instruction.

- Working Hypothesis:**
- #1 When the student is expected by the teacher to complete assignments, work independently, participate in class he typically participates in off-task behavior. In doing this he escapes/avoids instructional demands. As a consequence he is able to complete any assignments in the resource program and receive partial credit for late work.**
 - #2 The student doesn't complete assignments and disengages from class discussions and activities because he lacks motivation to do well in school.**

Intervention(s)

Self-Monitoring of behavior (See example chart!): For core class periods of the day (science, math, language arts and social studies), the primary investigator will obtain direct feedback from his teachers about his class behavior in both written comments and a rating on a Likert scale via email. By

examining both written comments and rating scales, the student will be better equipped to determine how his behavior is perceived by his teachers; and third, as the behaviors decrease and the favorable comments and ratings increase, the student will become more apt to engage in appropriate academically engaging behaviors.

Alternative work setting: If the student obtains class ratings of at least a “4” on the Likert scale in BOTH science and social studies, the student will have the opportunity to work independently in the Library, during his 8th hour Skills period. This will allow the student to demonstrate his independence and his ability to complete his work in a typical education setting, rather in the supportive environment of the resource classroom.

Progress Monitoring Plan

Target Behavior:

Appropriate and consistent academic engagement

Observation

Method:

(e.g., event, time
sampling,
anecdotal)

Frequency recording, duration recording, narrative observations, behavior chart/direct feedback from instructors

Description of Procedures:
(e.g., when observations will be conducted, who will collect the data, where the data will be collected)

Frequency recording will be conducted by the researcher to record the number of off-task behaviors exhibited by the student, as well as the instructor response to the behavior. A simultaneous duration recording will be conducted to gauge the amount of time spent engaged in the target behaviors. Frequency and duration recordings will be completed three times per week on Monday, Thursday, and Friday during science and social studies classes, for a total of at least six recordings. Additional narratives will be included to further identify the activities during the classroom observation periods.

The results of the Likert ratings given by the teachers will be recorded and charted. Rating scale recordings will yield results from 4 core class periods, five times per week, for the next two weeks. As a result, each class will have nearly 10 points and anecdotal comments.

Graph

Graph #1 will illustrate the time on-task behaviors exhibited during the observation period.

Graph #2. will illustrate the results of the Likert ratings provided by the teachers

Appendix G.3 Teacher Feedback Form

Date: _____

Class:				Period:	
1	2	3	4	5	
Unacceptable		Typical		Outstanding	
Comments:					
Signature: _____					

Class:				Period:	
1	2	3	4	5	
Unacceptable		Typical		Outstanding	
Comments:					
Signature: _____					

Class:				Period:	
1	2	3	4	5	
Unacceptable		Typical		Outstanding	
Comments:					
Signature: _____					

Class:				Period:	
1	2	3	4	5	
Unacceptable		Typical		Outstanding	
Comments:					
Signature: _____					

Class:				Period:	
1	2	3	4	5	
Unacceptable		Typical		Outstanding	
Comments:					
Signature: _____					

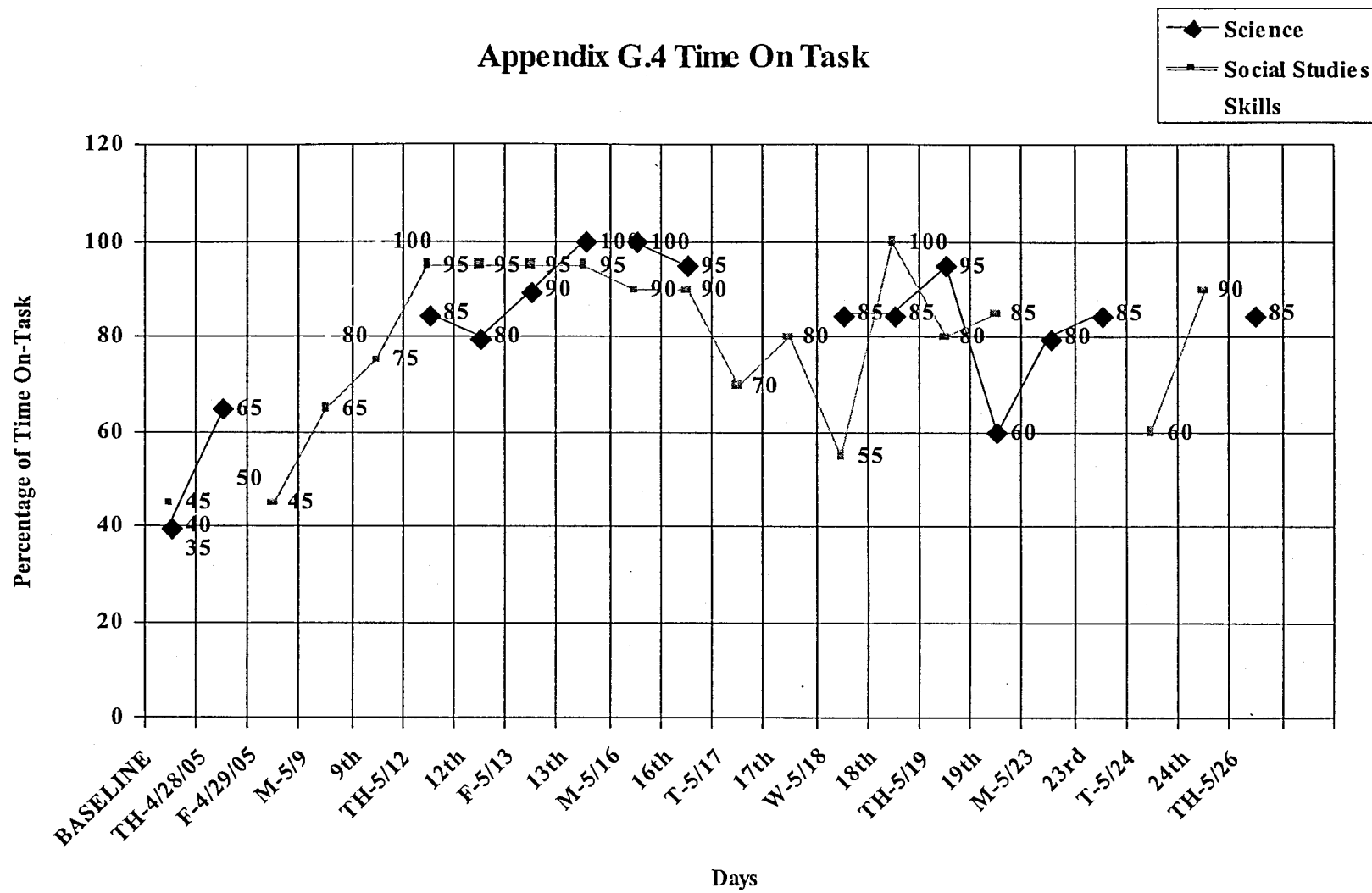
Class:				Period:	
1	2	3	4	5	
Unacceptable		Typical		Outstanding	
Comments:					
Signature: _____					

Class:				Period:	
1	2	3	4	5	
Unacceptable		Typical		Outstanding	
Comments:					
Signature: _____					

Class:				Period:	
1	2	3	4	5	
Unacceptable		Typical		Outstanding	
Comments:					
Signature: _____					

Parent Signature: _____

Appendix G.4 Time On Task



Appendix G.5 Behavior Chart

